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ABSTRACT

The Career Planning Center was an education-work-counseling program designed to accommodate 50 boys, ages 16-18, who are residents within the Seattle School District. The purpose of the program was to help the low-achieving young adults and potential dropouts to remain in school and to assist them in determining and accomplishing meaningful goals. Goals for the students were reentry into high school, earning a diploma at the Center, increasing employability, securing employment, or entering military service. The general strategy of the instructional programs was to determine the specific individual needs of a participant, and accommodate them so as to maximize his employability. Programs were offered in the fields of reading, language arts-social studies, mathematics, the world of work, physical education, driver education, and work experience. A group counseling program was also given, and paraprofessional personnel were utilized. An Extended Summer Sheltered Work Program was operated from June 10-August 30, 1968, with a total new enrollment of 100 students, averaging 48 students per work week. [Not available in hard copy due to marginal legibility of original document. Several pages of xeroxed newspaper articles in Appendix F have not been photographed.] (JM)

ED040242

TWELFTH MONTH EVALUATION
CAREER PLANNING CENTER
(PROJECT INTERCHANGE)

September, 1967 - August, 1968

October 11, 1968

UD010174

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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SEATTLE PUBLIC SCHOOLS
Career Planning Center
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Seattle, Washington 98118

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SECTION I

CAREER PLANNING CENTER - PROJECT INTERCHANGE
TWELFTH MONTH EVALUATION

September 5, 1967 - August 30, 1968

OVERVIEW

The Career Planning Center was an education-work-counseling program designed to accommodate fifty boys, ages 16-18, who are residents within the Seattle School District. The purpose of the program was to help the low achieving young adults and potential dropouts to remain in school and to assist them in determining and accomplishing meaningful goals. Goals for the students were reentry into high school, earning a diploma at the Center, increasing employability, securing employment, or entering military service.

The Elementary and Secondary Education Act Title I Guidelines: Special Programs for Educationally Deprived Children states (page 22):

> "In designing its program for educationally deprived children in its district, the local educational agency must identify the special educational needs of these children and provide projects to meet these needs."....
>
> "Specifically, these special educational needs include:
>
> - Improved skills in reading, arithmetic, and in other academic areas.
> - Knowledge concerning living in modern American society.
> - Experimental backgrounds that will motivate learning.
> - Speech in conformity with patterns of standard English.
> - Heightened aspiration and motivation to realize their potential capacities and a willingness to initiate self-improvement.
> - Understanding of the purposes of education.
> - Teachers with understanding of the background and problems of these pupils."

The goals and methods of the Career Planning Center reflected and were consonant with these guidelines.

STATUS

The Career Planning Center was the second phase of Project Interchange, which was a cooperative effort of Seattle Public Schools, the National Education Association, and the Office of Economic Opportunity.

The purpose of Project Interchange was to give the Job Corps centers the benefit of the knowledge and experience of good public school teachers, and to disseminate to the public schools, in turn, the new ideas, methods, and techniques learned by these teachers from the Job Corps. The project was seen as a potential interchange of methods that had proven successful in helping disadvantaged young men continue their education and lead fuller, more productive lives.

KEY PERSONNEL

Mr. Robert L. Nelson	-	Project Coordinator
Mr. Dick Case	-	Project Supervisor
Mr. Robert Sipe	-	Counselor
Mr. Ted Waterhouse	-	Vocational Coordinator
Mr. George Plumis	-	Vocational Education
Mr. Jack McPherson	-	Math-Counseling
Mr. Richard Perkins	-	Reading-Social Studies
Mr. Ray Marik	-	Reading
Mr. Ken Smith	-	Work Supervisor

INTER-SCHOOL PARTICIPATION

The CPC was a receiving school for all junior and senior high schools in the Seattle School District. As of June 6, 1968, a total of 48 students were voluntarily enrolled in the program, representing the following schools:

Junior High Schools		Senior High Schools			
Boren	1	Ballard	9	Lincoln	8
Madison	1	Cleveland	1	Queen Anne	1
Meany	2	Franklin	4	Rainier Beach	2
Sharples	1	Garfield	9	Sealth	3
Thomson	1	Ingraham	1	West Seattle	4

Possible explanations for the larger enrollment of students from Ballard, Lincoln, Garfield, and Franklin high schools would include the following: Ballard and Lincoln were geographically closer to the Career Planning Center than any other Seattle high schools and thus were more easily accessible from the standpoint of pupil transportation to and from school; whereas Garfield and Franklin were located in or near Seattle's Central Area, in neighborhoods where a combination of social and economic factors have produced greater numbers of disadvantaged youth who qualify for the type of program offered by the Career Planning Center.

STUDENT TURNOVER DATA

From September 18, 1967, through June 6, 1968, student enrollment at the CPC grew from 8 to a maximum of 53. During this period, a total of 61 students had actually been enrolled in the program. Reasons for the withdrawal of 13 students during this time included the following: 1 student moved out of state; 1 student moved out of the district; 1 student believed the program did not offer a wide enough selection of classes; 4 students left to assume full-time employment; 2 students were dropped for nonattendance; 2 students were withdrawn as a result of their committal to the Washington State Department of Institutions for delinquent behavior away from the CPC; and 2 students reentered regular high school programs in Seattle. The fact that there were 13 withdrawals from a total enrollment of 61 students indicated a pupil-turnover rate of 13.1 percent over a nine-month period.

TEST DATA

The Metropolitan Achievement Test and the Job Corps Reading and Mathematics Placement tests were administered to each student entering the Career Planning Center's program. Unit advancement and level advancement tests were consistly administered in accordance with the individual student's progress. Reference is made to TABLE II for a summary of Metropolitan Achievement Test scores. Progress made by each student in reading and mathematics, through June 6, 1968, is also presented in TABLE II.

PUPIL-TEACHER RATIOS

TABLE I - APPROXIMATE PUPIL-TEACHER RATIO PER PERIOD

SUBJECT	STUDENTS PER PERIOD	TEACHERS PER PERIOD	PUPIL-TEACHER RATIO PER PERIOD
Beginning Reading	5	1	5-1
Advanced Reading	6	1	6-1
Mathematics	9	1	9-1
World of Work	9	1	9-1
Physical Education	9	1*	9-1
Sheltered Work Experience Cleveland Memorial Forest	12	1	12-1

There were 7 certificated personnel, which included the Supervisor and Counselor in nonteaching assignments, and 4 teacher aides.

Personnel A, B, and C represents a ratio of 4.5 to 1
Personnel A and B represents a ratio of 7.1 to 1
Personnel A represents a ratio of 10 to 1

* teacher aide

LOCATION

The Career Planning Center conducted classes at the Wallingford Boys' Club located at 1310 North 45th near North 45th and Stoneway, Seattle. Administrative and counseling offices were located at 1210 North 45th.

PHYSICAL PLANT

The Wallingford Boys' Coub was being rented to house the Career Planning Center's academic program. Classes were conducted upstairs in a library, arts and crafts room storeroom, and the dining hall. A game room and a gym were available downstairs for recreational and physical education purposes.

Initially the program administrative and counseling offices were also housed at the Boys' Club. The space available and the impossibility of sharing office space with Boys' Club personnel necessitated rental of additional office space at a nearby location.

Although the Wallingford Boys' Club had adequate floor space and an adequate number of classrooms for the existing program, they were not utilized, heated, or furnished by the Boys' Club in a manner which renders them conducive on a part-time basis as satisfactory classrooms for use by the Career Planning Center. Although there were five rooms in the upstairs of the facility, utilization of only four rooms was possible.

Complete and satisfactory utilization of all rooms was prohibitive because of a variety of reasons, including:

1. Heating of the rooms was uncontrollable.
2. Inadequate lighting.
3. Lack of windows.
4. Noise resulting from gas heater and blower.
5. Overcrowding of two rooms with unremovable physical education and crafts apparatus, benches, tables, etc., by the Boys' Club, which creates a room atmosphere which is not conducive to learning.
6. Scheduling of facility during class hours used by Boys' Club for other organizations.

In addition to the conditions limiting or prohibiting complete class utilization, there was no place that teachers may have conferences with the students, administer diagnostic testing, or establish a permanent audio-visual center. There was a lack of a room for safely securing the audio-visual equipment and other materials during the time that the Boys' Club is utilizing the facilities.

The recreational area downstairs was satisfacoty for recreational purposes. The gym was satisfactory; however, with dual utilization we did not have necessary equipment storage or locker space.

TEACHER BACKGROUND

Three of the teachers had taught less than five years; four, six to ten years; one had more than ten years teaching experience; and two of the seven certificated personnel had earned the M.A. degree. All of the teachers had a combination of teaching experiences in inner-city schools, special education, correctional institutions, conventional elementary or secondary schools, or at the Marsing, Idaho, Job Corps Conservation Center.

SOCIOECONOMIC STATUS OF STUDENTS

The students enrolled in the Career Planning Center, which was a program of compensatory education for disadvantaged youth, could generally be identified among those who were below average in school achievement as measured by standarized tests, and who, in addition, had some combination of one or more of the following problems:

1. Economic deprivation attributable to an absent, nonproducing, or marginally producing breadwinner.
2. Social alienation caused by racial or ethnic discrimination with all its accompanying deprivations in housing, employment, and education, or by membership in a different or non-English speaking subcultural group.
3. Geographic isolation because of transciency, or residence in an area far removed from adequate educational facilities.

ETHNIC SURVEY DATA

A June 1968 ethnic survey showed the Career Planning Center student body was 71.7 percent white and 28.3 percent nonwhite. Negroes comprised 26.4 percent of the school populace, and American Indians 1.9 percent. There were no Filipinos or Orientals in attendance.

PROGRAM OF INSTRUCTION

READING

The beginning and advanced reading programs at the Career Planning Center were designed to help students whose reading skills range from nonreading ability to grade level 7.5. Entry into the reading program was determined through the administration of a series of diagnostic placement tests. The student began work at a level which corresponded with his placement test recommendations, worked independently at his own speed, and was in competition with himself. Ultimate goals were to improve the reading performance of students so they could use a library and read an average book, magazine, vocational training manual, newspaper, or grade equivalent textbook.

Reference is made to TABLE II for a summary of progress made by each student in the reading program. The TABLE indicates each enrollee's date of entry into the Career Planning Center, his reading placement level at the time of entry, and his progress in reading through June 6, 1968.

LANGUAGE ARTS - SOCIAL STUDIES

For students whose reading ability was fifth grade or better, the Career Planning Center offered a program of Language Arts-Social Studies tailored to meet individual needs and abilities.

In Language Arts work, emphasis was placed on pracitical usage rather than on iron-clad rules and grammatical refinements. Practice was provided in such areas as punctuation, capitalization, clear sentences, letter writing and reference skills, and familiarity with employment application forms.

Social Studies work was provided in the areas of Washington State and United States History and Contemporary Problems. Throughout the Social Studies program the fundamental concepts of politics, economics, geography, industry, and international relations receive emphasis as did the impact of science and technology on today's world.

The ultimate objectives of the Language Arts-Social Studies program were twofold: to improve the student's ability to communicate effectively with other people; and to heighten his awareness and understanding of the society in which he lives.

The Language Arts-Social Studies program was actually offered as an extension of the basic reading program. Work completed by students in Language Arts-Social Studies was therefore classified under the broad heading of "reading." It was believed that even though a student may, at a given time, be engaged in specific work tasks in punctuation, letter writing, Washington State History, United States History, or Contemporary Problems, he was at the same time strengthening his basic reading skills. By thus viewing Language Arts-Social Studies as an outgrowth of the basic reading program, some measure of pupil growth in these areas can be offered by making reference to TABLE II, where student progress in reading was indicated.

Students at the Career Planning Center received high school credit for all work completed in Language Arts, Washington State and United States History, and Contemporary Problems. Twenty-one out of forty-eight students enrolled in the program were engaged in Language Arts-Social Studies work.

MATHEMATICS

The Mathematics program taught students a variety of basic skills serving as a gateway to his continuing educational process and/or many types of possible employment. Students could enter the curriculum with only the ability to count whole numbers from 1 to 10. They learned to perform addition, subtraction, multiplication and division with whole numbers up to five-place digits; to work with fractions; and to work with two- and three-place decimal numbers.

KEY FOR TABLE II

PUPIL PROGRESS: READING AND MATHEMATICS, FROM ENTRY - MARCH 1, 1968
(Including Metropolitan Achievement Test Scores at Entry)

Reading Placement Level	Approximate Grade Equivalent
Pre-Reading	Non-Reading Ability
1	3.5
2	4.0
3	4.5
4	5.0
5	5.5
6	6.0
7	6.5
8	7.0
9	7.5-up
CBRP	Completed Basic Reading Program

Placement Level	Corresponding Arithmetic Skill
1	Addition of Whole Numbers
2	Subtraction of Whole Numbers
3	Multiplication of Whole Numbers
4	Division of Whole Numbers
5	Addition, Subtraction, Multiplication of Fractions
6	Division of Fractions
7	Addition of Decimals
8	Subtraction of Decimals
9	Multiplication of Decimals
10	Division of Decimals
11	Percentages
12	Measurements
13	Geometric Measurements
CBMP	Completed Basic Math Program

TABLE II

PUPIL PROGRESS: READING AND MATHEMATICS, FROM ENTRY - MARCH 1, 1968
(Including Metropolitan Achievement Test Scores at Entry)

Student	Date Entered CPC	MAT at Entry (Grade Equivalent Scores)		Reading Placement at Entry	Reading Level, June 6, 1968	Math. Placement at Entry	Math. Level, June 6, 1968
		Reading	Arithmetic Computation				
1	12-18-67	4.1	5.2	5	6.5	4	CBMP
2	1-8-68	6.8	6.1	9	CBRP	3	CBMP
3	12-18-67	3.1	3.0	2	3.5	2	4
4	11-20-67	5.7	4.8	7	8	2	9
5	11-3-67	1.3	3.8	Pre-reading	2.5	2	6
6	11-6-67	5.5	5.6	6	7	2	7
7	10-23-67	5.5	6.1	5	7	3	CBMP
8	12-20-67	5.1	5.6	3	5.5	4	5
9	12-18-67	5.5	5.8	3	6	3	5
10	11-6-67	11.6	10.5	9	CBRP	3	CBMP
11	2-5-68	4.9	5.3	4	5.5	3	12
12	9-18-67	4.8	7.3	6	7	5	10
13	1-22-68	4.0	4.9	3	3.5	2	4
14	9-24-67	5.9	4.8	6	9	5	CBMP
15	9-27-67	11.8	5.5	6	9	3	CBMP
16	9-20-67	3.7	5.7	3	5.5	3	5
17	10-2-67	6.5	7.2	7	8	6	12
18	2-27-68	7.0	5.0	6	7	5	CBMP
19	1-22-68	3.5	4.1	3	4.5	2	4
20	10-25-67	10.8	7.4	9	CBRP	6	CBMP
21	11-20-67	7.1	5.4	3	3.5	3	6
22	11-13-67	7.6	7.6	7	7	3	4
23	9-18-67	4.9	6.0	4	5	3	5
24	9-18-67	4.8	5.8	3	6.5	5	CBMP
25	12-18-67	6.3	6.4	9	CBRP	3	CBMP
26	10-3-67	5.3	7.5	4	10	6	CBMP
27	11-6-67	5.3	6.8	3	5	3	CBMP

TABLE II - Con't

	Date Entered CPC	MAT at Entry (Grade Equivalent Scores)		Reading Placement at Entry	Reading Level, June 6, 1968	Math. Placement at Entry	Math. Level, June 6, 1968
			Arithmetic Computation				
28	11-6-67	6.3	6.4	3	5	3	6
29	1-8-68	8.4	6.7	5	10	4	5
30	2-12-68	4.0	4.7	4	4	3	5
31	12-20-67	5.9	6.4	6	7.5	5	10
32	3-27-68			3	3.5	3	3
33	12-11-67	6.6	6.4	6	7.5	4	5
34	10-5-67	6.3	8.8	6	9	6	CBMP
35	9-18-67	6.0	5.6	9	CBRP	5	CBMP
36	4-30-68	4.8	5.1	4	4.5	4	5
37	1-8-68	4.0	6.0	3	4.5	5	CBMP
38	12-19-67	4.2	4.9	4	6	3	CBMP
39	1-8-68	7.7	5.2	9	CBRP	3	CBMP
40	10-5-67	10.3	10.1	8	10	6	CBMP
41	2-27-68	6.1	3.9	6	7	1	5
42	1-8-68	11.8	6.4	9	CBRP	2	10
43	9-29-67	9.2	7.1	5	8	4	7
44	10-2-67	5.9	5.0	3	4	3	4
45	2-27-68	in prgm. 8 days; now with JC		5	5	11	11
46	1-8-68	7.5	5.9	5	10	3	CBMP
47	2-27-68	2.5	5.4	1	2	5	6
48	1-15-68	4.9	4.5	7	8.5	4	5
49	2-19-68	3.8	5.1	2	4.5	3	CBMP
50	9-21-67	5.5	8.1	9	CBRP	4	CBMP
51	10-18-67	11.8	6.7	9	10	6	CBMP
52	1-15-68	4.5	7.4	5	6	5	10
53	2-27-68	6.0	5.1	5	7	2	12
54	10-27-67	6.6	7.3	9	CBRP	7	CBMP

In addition, they learned to convert percentages to decimals and fractions, identify basic geometric forms, and convert from one linear measurement system to another.

Reference is made to TABLE II for a summary of progress made by each student in the mathematics program. The TABLE indicates each enrollee's date of entry into the Career Planning Center, his mathematics placement level at the time of entry, and his progress in mathematics through June 6, 1968.

WORLD OF WORK

The World of Work curriculum was designed to help an individual develop the social skills necessary to obtain a job and the attitudes and personal habits to keep that job. The curriculum was divided into five subject areas: success on the job; skills, aptitudes, and interests; exploring job opportunities; handling money; and getting a job. Success on the job was the underlying theme and was emphasized in all of these areas.

Based on the observations of instructors, the students were displaying evidences of developing social and individual skills necessary to obtain jobs. The students were becoming more aware of the importance of the initial impression at the interview. Improvements in dress standard, grammar, articulation, self-confidence, poise, and ability to complete job applications had been apparent with many of the students seeking private employment.

Although the students were not cognizant of any changes in their personalities, nevertheless, they were experiencing an awareness of new enlightenments and attitudes. Comments made by students in informal conversations showed an interest and pride in learning and possessing skills and knowledge involved in reading maps, locating addresses, writing personnel letters, completing a variety of job application forms, and making positive impressions. They expressed increased confidence with themselves necessary for obtaining and retaining private employment.

Employers were unable to evaluate students as to individual growth because of a lack of any prior contact. However, the employers interviewed for their evaluations of the students were generally quite favorable. As one employer stated, "He (the student) was one of the best prospects for employment I have seen in a long time." Employers had been very cooperative as to employing the students on part-time jobs and arranging hours of employment at the students' convenience.

As a student entered the program he was usually wanting employment. However, unless he had previous employment, the practice at the Center was not to rush the student too quickly into private employment. When a student did not yet possess the initiative and confidence to seek out and pursue employment, it became a matter of the Center selling the employer on the student, rather than the student selling himself to the employer. Past experience had proven that when a student must have a job lined up for him and then was driven to the interview, his chance of success was minimal as he was not yet ready for employment.

PHYSICAL EDUCATION

The physical education program was designed to develop the learner (student) in mind, body, and spirit, and based to a large extent upon the condition of his "physical self."

Experiences provided for the learner to develop and maintain a satisfactory degree of physical efficiency for daily living and to enjoy a variety of wholesome physical recreation activities, many of which will carry over into adult life. The learner had an opportunity to develop the useful skills related to locomotion, those related to work and safety, those related to individual and team sports, with full recognition given to the responsibility exemplifying spirit of sportsmanship and fair play.

Initially the students refused to participate in any structured physical education program. With a great amount of encouragement and actual participation on the part of the staff, sports gradually became accepted as part of the total program. At the end, every student participated in physical education, except those with medical excuses.

The daily program was by necessity directed toward high interest activities. Calisthenics and the development of skills and fundamentals in specific sports had to be deemphasized. Participation in favorite activities was acceptable by the students, but they rejected attempts to acquaint them with a variety of new sports and activities.

A combination continuous growth and work experience program had not permitted the establishing of permanent teams for purposes of team competition and ability grouping. With the exception of staff versus students games there had been little opportunity for team sports. During leisure times, the students were participating more frequently in loosely organized team sports. However, it had been noticed that rarely did such games initiate or continue unless a staff member was present and participating. Staff leadership was not as vital as was his presence and participation.

DRIVER EDUCATION

Due to the unavilability of driver education instructors within the Seattle School District, the Career Planning Center had been unable to implement the proposed driver education program.

WORK EXPERIENCE PROGRAM

The work experience program gave the student an opportunity for part-time employment which was related to his school program. Students enrolled at the Center were provided this opportunity for employment through the Center's Sheltered Work Experience Program[1] or with private business and industry.

---

[1] In the Sheltered Work Program, students were employed and supervised directly by the Career Planning Center at a rate of pay consistent with that of the Neighborhood Youth Corps.

Such employment provided further incentive for remaining in school and making progress. The programs of instruction, counseling, and work experience were coordinated to make the student's employment a successful experience by providing him with the necessary skills and attitudes when class schedules and employment schedules were in conflict. Compromises and alterations of one or both of the schedules involved occurred. Early dismissals from school, late arrivals for work, and alternations of days for work and school resulted from coordinated efforts.

Of the 48 students enrolled in Project Interchange, 31 were employed part-time, 9 experienced employment but were unemployed at the end of the school year, and 8 had not experienced any employment.

More specifically, students in the Work Experience Program were classified asffollows:

5 students came into Project Interchange employed and had retained that employment.

5 students came employed but lost that employment.

3 students were employed by Project Interchange and retained that employment.

4 students were employed by Project Interchange but were unable to retain that employment.

20 students were working satisfactorily in the Project's Sheltered Work Program.

3 students were working unsatisfactorily in the Project's Sheltered Work Program.

8 students were never employed (generally not interested in any employment in type of work available or in combining work and school).

The variety of jobs in which students had been employed included working in lumber yards, supply houses, sales, factories, service stations, restaurants, and automotive repair garages.

Termination of employment on the part of either the employer or the employee was regarded as a meaningful positive learning experience from which continued vocational counseling can be effected.

GROUP COUNSELING

The group counseling program was conducted for eight weeks, one hour a day, and involved all students, teacher aides, teachers, and the counselor. The students were divided into five groups of ten members each with two staff present as trainers. During the eight weeks of training the focus was on the growth and development of the individuals, with particular emphasis on developing awareness of one's effect on others, and other's effect on him, and thus the development of interpersonal skills which will allow the individual to live and work more effectively with others. The intent was not to provide set solutions for problems but to help the individual learn to understand and solve problems as they arise.

Emphasis was placed on discovery, setting one's own goals, setting goals with others, assuming responsibility for one's own and other's actions, learning growth and development, and on solving one's own problems. Much time was spent in the groups on the development of trust, openness, sharing, and concern for others.

Evaluatory conclusions derived from reports, observations, discussions, listening to tapes of sessions, and comments of trainers and other staff, indicate that the group counseling sessions approached the desired goals on an individual basis. Although the program was in some respects lock-step, the individual who was able to learn faster was not held back. He learned more and developed his skills to a high level in the given time. One unplanned result of the group sessions was the parallel development of the participating staff. They, like so many students, increased their interpersonal skills enabling them to work more effectively with the program's population.

ATTENDANCE

Since the CPC opened on September 18, 1967, the number of students in Average Daily Membership (ADM) and in Average Daily Attendance (ADA), on a monthly basis, was as follows: (See TABLE III).

TABLE III - PUPIL ATTENDANCE, SEPTEMBER, 1967-JUNE, 1968

MONTH	ADM	ADA	PERCENT OF ABSENTEEISM
Sept. 18 - Sept. 30*	7	6	14 %
Oct. 1 - Oct. 31	22	17	23 %
Nov. 1 - Nov. 30	31	26	16 %
Dec. 1 - Dec. 22**	35	25	29 %
Jan. 2 - Jan. 31	46	34	26 %
Feb. 1 - Feb. 29	48	38	21 %
March 1 - March 31	51	39	23 %
April 1 - April 30***	48	36	25 %
May 1 - June 6	48	32	33 %
Monthly Averages	37.3	28.1	23.3%

* First two weeks of Center operation

** December 25-January 2, Christmas vacation

*** April 8-12, spring vacation

The above data would indicate that as the Average Daily Membership increased, from September, 1967, to June, 1968, there was, in general, an accompanying increase in the percentage of absenteeism. Possible explanations for this could include the following: as the pupil-teacher ratio increased, teachers were able to spend less time counseling individual students regarding attendance irregularities; some of the "newness" or unique features of the Career Planning Center program, which caused an initial reduction of absenteeism, may have "worn off" as the school year wore on; or, the inconveniences and pressures of daily, cross-town public transportation, which most students utilized, may have become increasingly burdensome as the inclement weather of the winter months set in.

Nearly all students enrolled at the Career Planning Center came into the program with long histories of attendance irregularities. The great majority of these students had either been suspended from a traditional school program for reasons of nonattendance, or they were about to be suspended for the same reasons at the time they were enrolled at the Career Planning Center.

A survey was conducted among forty-five[2] Career Planning Center enrollees, comparing the ADA of each student at his parent school with his ADA at the Career Planning Center, for the 1967-68 school year. The study revealed: (a) ADA at parent schools was 66.9 percent, and (b) ADA at the Career Planning Center was 76.9 percent.

TABLE IV, presented on the following pages, provides a detailed comparison of each parent school and at the Career Planning Center. The table shows, for example, that thirty-two of the forty-five students included in the survey (71 percent) increased their ADA while enrolled at the Career Planning Center. The ADA of eleven students (25 percent) decreased while enrolled in the program, and the attendance performances of two students (4 percent) remained unchanged.

PARA-PROFESSIONAL PROGRAM

Job Corps graduates from the Advanced Corpsmen Institute, Clearfield, Utah, were employed as para-professionals assisting teachers in various phases of the Center's academic, recreational, and counseling programs.

The para-professionals employed at the Center were performing quite effectively considering their individual backgrounds, ages, and lack of teaching techniques. In many respects they were not far advanced over the students for whom they have developmental responsibilities. They displayed many poor job characteristics such as frequent absenteeism, tardiness, and early departure from the Center.

The practice of employing para-professionals could have been improved by providing temporary lodging and meals at a minimal cost and repayable proportionally coinciding with subsequent paychecks.

Three of the four para-professionals gained private employment during the year. One was employed by the Boeing Company; one was employed by Pacific Northwest Bell; and the third was employed by International Business Machines. All of

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[2] Three Career Planning Center enrollees, who did not attend another school during the 1967-68 school year, were not included in the survey.

TABLE IV - A COMPARISON OF PUPIL ATTENDANCE AT PARENT SCHOOLS WITH ATTENDANCE AT THE CAREER PLANNING CENTER, 1967 - 1968

Student	Number of Days in Attendance at Parent School	Per Cent of Daily Attendance at Parent School	Number of Days in Attendance at CPC	Per Cent of Daily Attendance at CPC	Number of Days not Enrolled in Any School Program
1	45	63	89	81	0
2	32	49	83	83	0
3	51	71	64	59	0
4	7	58	115	71	41
5	29	69	102	74	0
6	38	88	137	100	0
7	30	90	142	96	0
9	33	46	63	57	0
10	30	70	104	75	0
12	7	88	148	86	0
13	38	55	30	33	20
14	10	77	151	90	0
15	29	62	103	62	0
16	6	60	102	60	0
18	14	61	53	75	89
19	73	82	86	95	0
20	29	83	88	62	0
21	38	79	118	92	5
25	53	75	96	87	0
26	9	82	108	66	8
27	31	72	102	74	0
28	32	72	101	73	0
29	43	54	86	86	0
30	75	72	70	83	0
31	49	81	62	55	13
32	118	86	34	80	0

Total number of school days in 1967-68: 180

TABLE IV - Con't

Student	Number of Days in Attendance at Parent School	Per Cent of Daily Attendance at Parent School	Number of Days in Attendance at CPC	Per Cent of Daily Attendance at CPC	Number of Days not Enrolled in Any School Program
33	20	33	58	50	6
34	10	48	134	85	0
35	7	88	162	94	0
36	152	98	22	95	0
37	45	71	94	94	18
38	38	88	103	94	0
39	25	54	95	95	34
40	15	71	153	96	0
41	19	37	66	97	61
42	1	6	49	49	64
43	24	88	135	83	0
46	53	66	85	85	0
47	90	88	53	77	12
48	73	87	85	89	0
50	15	40	58	85	0
51	4	40	105	60	20
52	45	59	41	43	6
53	81	71	49	72	5
54	9	35	99	62	11

Total number of school days in 1967-68: 180

these companies are in the Seattle area. It was felt that Project Interchange was instrumental in assisting these men in their transition from the Job Corps to private employment.

EXTENDED SUMMER SHELTERED WORK PROGRAM

The summer work program operated from June 10, 1968, to August 30, 1968, with a total new enrollment of 100 students and averaging 48 students per work week. This joint Project Interchange and Neighborhood Youth Corps program proved successful from many aspects. Work projects completed included construction on an A-frame building, new trails, three bridges, a parking lot, boundary fencing, and road improvement. All of these projects were conducted on the Cleveland Memorial Forest site, a District-owned property northeast of Seattle. Along with these projects a very successful world of work program was conducted.

PROPOSED FUTURE DEVELOPMENT

The Career Planning Center will require the continuation and expansion of an education counseling work program, designed to accommodate approximately 150 boys and girls, ages 15 to 18, who are residents within the Seattle School District. The purpose of the program will be to provide and to influence others to provide a more meaningful environment both school and non-school, modifying others' perceptions of the dropout in the direction of better identification and understanding and modifying the self-perception of the dropout so that he may be able to relate better to others and also to know how to make more adequate use of whatever environmental resources are available to him.

SECTION II

APPENDIX A

SEATTLE PUBLIC SCHOOLS

Project Interchange - Career Planning Center

PROGRESS REPORT

October 23, 1967

PROGRAM DESCRIPTION

Initial Proposal

The Career Planning Center was originally conceived as an education-work-counseling program designed to accommodate approximately fifty male students, ages 16 to 18, in a centrally located Boys' Club or similar facility in Seattle, Washington. The program was designed to help low-achieving young adults and potential dropouts to remain in school and to assist them in determining and accomplishing meaningful goals. Goals for the potential dropout might include re-entry into high school, entrance into vocational training programs, increasing employability, or entrance into military service.

The original proposal outlined the program as follows:

> The building and faciliities will be available between the hours of 8:00 a.m. and 2:00 p.m. A flexible schedule for teachers and students is necessary. The teachers' time could be used, in many instances, to advantage to serve as resource speakers, consultants, curriculum planners, assistants in the selection and training of staff, neighborhood-home contact people, and demonstration teachers. Students will need a flexible schedule to allow for home or job responsibilities. Some students will not need to avail themselves of the entire program offered because of satisfactory achievement in particular areas. A flexible schedule will permit these students to obtain the larger part of their education in the public school and yet receive assistance in deficient areas in the Seattle Career Planning Center.
>
> Since students would have attained different levels of achievement in the various subjects, the program would make it possible for each student to continue his educational program according to his individual needs. The curriculum would be developed with continuous evaluation of the students and the school system.
>
> A program capable of meeting many various requirements must break from the traditional school-year concept, that of having predetermined dates for entry and completion. To be most effective, the program must operate on a year-round basis. Summer vacation and other extended holiday periods, with the exception of actual holidays, must be made available to accommodate the needs of students.

Current Status

The basic elements of the program have not changed from the original proposal. Various phases of the project are being introduced as rapidly as they can be properly and effectively implemented. Policy and procedural problems are being considered and resolved as the program continues in its initial developmental stages.

PERSONNEL

Initial Proposal

Staffing of the Career Planning Center provided for the following personnel:

Program Director	(1)
Senior Instructors	(3)
Vocational Coordinator	(1)
Junior Instructors	(3)
Counselors	(2)
Social Worker	(1)
Secretary	(1)
Adult Work Leader	(1)

Current Status

The six teachers participating in the first year of Project Interchange have returned for the second phase. The six team members include: Mr. Dick Case, Supervisor; Mr. Bob Sipe, Counselor; Mr. Donn Higley, Vocational Education; Mr. Jack McPherson, Reading; Mr. Ted Waterhouse, Mathematics; Mr. Ray Marik, Reading. Two additional professional staff members have been added: Mr. Dick Perkins, Reading teacher; Mr. George Plumis, Mathematics teacher. Mrs. Frances Sogn has been hired as the secretary for the program.

Future Developments

It is anticipated that the following additional staff members will be assigned during the next few weeks:

Counselor (1)
Work Leader (1)
Teacher Aides (3 - from Clearfield Job Corps Institute)
Recreational Aide (1 - from Clearfield Job Corps Institute)
Counselor Aide (1 - from Clearfield Job Corps Institute)
(Driver Education personnel are expected to be available from Seattle Public Schools Staff)

STUDENT BODY

Initial Proposal

The original plan provided for the enrollment, on a voluntary basis, of boys 16 through 18 years of age who were considered to be dropouts or potential dropouts from a Seattle high school. Boys were to be considered candidates who were low achievers and were in a position to gain from the program. A quota of fifty boys was established.

Current Status

Observing the guidelines established in the original proposal, all staff members of Project Interchange-Career Planning Center went in teams to the various high schools explaining the program to administrators, counselors, and teachers. They explained the criteria of selection and the procedures to be followed for assignment of potential dropouts in the Career Planning Center. By September 11, 1967, approximately one week after the opening of school, individuals were being recommended for placement. Staff members returned to the high schools and screened candidates recommended.

At the present time the Center has enrolled twenty students from high schools throughout the Seattle School District. In selecting the students for the program the counseling staff and teachers from Career Planning Center have taken applications and screened close to seventy candidates.

Future Developments

Although previous commitments provided for the assignment of fifty boys to the Center by mid-November, subsequent discussion with Dr. Carl Minich, NEA, and Mr. Barry Argento, Job Corps, led to the conclusion that a gradual buildup of enrollment would be conducive to effective development of the program. The full quota should be reached no later than January 1968.

As a result of a conference with Mr. Jerry Fitzgibbon, OEO CAP Administrator, it was agreed that eighty percent of the boys to be enrolled in the Career Planning Center should be representative of a poverty background as defined in OEO guidelines.

The current enrollment of twenty boys includes four Negroes, one Spanish-American, and sixteen Caucasian. In order to maintain a racial balance, efforts are being made toward an increased enrollment from the minority group.

Although the present enrollees include boys within the 16-18 year-old bracket, the age limit may be extended beyond age 18 to provide for admission of older boys who may still be enrolled in a Seattle high school.

FACILITIES

Initial Proposal

The initial intent of the program was to provide for a center apart from the regular school setting. This was considered to be in keeping with the Job Corps philosophy that success in a program departing from the traditional would require an environment other than one in which the student had experienced failure and frustration.

Current Status

Negotiations for leasing the Wallingford Boys' Club were completed in mid-August with arrangements to begin the program in these facilities beginning in September. Although these facilities have proven adequate for candidates, and the instructors and recreational phase of the project, they have proved to be inadequate for administration and counselor activities. As a result, arrangments for leasing additional office space, located approximately a half block from the Center, were negotiated. These additional quarters were occupied October 16, 1967.

INSTRUCTIONAL PROGRAM

Initial Proposal

The program's initial curriculum was designed to parallel closely the basic curriculum being used by the Job Corps. The basic education program would be aimed at improving reading and arithmetic skills by means of specially designed educational materials and techniques. Entry tests were to indicate the student's level of achievement and provide the starting point in the curriculum from which he is most likely to be successful. Each student was to move through the program at his own rate of development.

Current Status

When the teachers came to work on the beginning day of school they immediately began preparing for the students' arrival. They painted walls, constructed book shelves and storage cabinets, and received and organized instructional materials, supplies, and equipment.

The academic classes offered through the Center are Mathematics, Basic Reading, Fundamental Reading, World of Work, Physical Education, and Driver Education. The Job Corps educational material is presently being used as the basis for the initiation of each subject; however, supplementary materials are being included. At the present time the only program remaining to initiate is the Driver Education program. Planning has recently been undertaken for the possible addition of a Language Arts-Social Studies class into the curriculum. Each subject area in the Center's curriculum is being formulated around a basic criteria. The criteria is developed in these steps: (1) Diagnosis of need, (2) Formulation of objectives, (3) Selection of content, (4) Organization of content, (5) Selection of learning experiences, (6) Organization implementation of learning experiences, (7) Evaluation.

WORK-EXPERIENCE PROGRAM

Initial Proposal

The work-experience program as proposed would simulate Job Corps. Work conditions for students who, due to deficiencies in basic education or maturity, would not benefit from on-the-job training. These students would work part-time on the 160 acre Seattle School District tract or in other work-experience programs created within the District. Appropriate compensation would be paid those participating in this part of the program.

When the student had developed the sense of responsibility or maturity to benefit from on-the-job training, he would be reassigned to employment in private business or industry.

His vocational training would consist of training in the occupation in which he had expressed an interest. This experience would help to motivate the students in the program by giving them an opportunity to learn the occupation of their choice and provide them with a little spending money.

Current Status

For those students wanting employment, a three-phase work-experience program is offered. The first phase is for those students not yet ready for employment in private business or industry. They are working for the Center at the 160 acre wooded tract of land owned by the Seattle School District, the Cleveland Memorial Forest. Each day these students are transported by a Center staff member to the site and given directions for work. They are performing such tasks as clearing brush, developing trails, and constructing necessary facilities.

The second phase of the work-experience program commences when the student has demonstrated the necessary attitudes and habits for private industry or business employment. Although such tasks as car washing service, station attendant, and box-boy are menial labor, they serve the purpose of acquainting the worker with the experience of employer-employee relations.

When a student has determined an occupational area in which he wishes to work, the third and last phase of the work-experience program begins. This phase known as on-the-job training is a cooperative effort between the Career Planning Center and an employer of a purposeful program ultimately leading to the student's realization of achievement in that vocation. A continual follow-up and evaluation of progress is undertaken by the Center and the employer. The Center vocational counselor has been meeting with leaders of industry and business, as well as with various governmental department directors. A few local businesses have been contacted regarding the possibility of employment opportunities.

COUNSELING

Initial Proposal

The program proposed provided for the development of an individualized counseling approach. Functions of the counseling program were outlined as follows:

1. Directing the screening and enrollment of students into the program.

2. Administering an appropriate testing program.

3. Analyzing the background of each student.

4. Providing an orientation for each student.

5. Recommending a suitable program for each student.

6. Directing a guidance and counseling program for all students in their educational, vocational, and personal-social adjustments.

7. Maintaining a continuing interpretation and evaluation of progress of each student in his individualized program.

8. Conducting an appropriate follow-up study program.

9. Maintaining appropriate statistics and records for purposes of evaluating and improving the program.

10. Maintaining home contacts with students' parents.

Current Status

Even though the program is still in its early stages, it is possible to state that every phase of the counseling program as proposed has been undertaken and each has been developed to various degrees. Recognition must be given to every staff member for his assistance with screening, enrollment, and testing of students.

RECREATIONAL PROGRAM

Initial Proposal

The program of instruction within the initial proposal provided for an unscheduled recreational program utilized at the discretion of the individual instructor to meet the needs of students when they would profit from supervised physical and recreational activities.

Current Status

An unscheduled recreational program is presently being utilized at the discretion of individual instructors. Such activities include pool, table tennis, television viewing, checkers, and basketball. The students enjoy before-school recreation, as well as tension-relieving recreational breaks during school hours.

Presently, two scheduled physical education classes are being conducted. Through these classes the students experience organized team play with other students and staffmembers. Although the classes are structured, the choices of activities are dictated by the students' interests.

IN-SERVICE EDUCATION

Initial Proposal

The in-service program was conceived as providing orientation for administrators and training for teachers involved in remedial education in the basic skills area. They would be exposed to new materials and techniques which offer supplemental alternatives to their remedial programs. The Center would serve as the focal point for the latest in special education techniques which are in actual operation. Schools would be able to release teachers to report to the Center and participate for periods of time. Teachers would be encouraged to develop new techniques and materials by actually teaching classes under the guidance of Career Planning Center personnel, participating in informal discussions, attending lectures, and being stimulated to define problems and suggest possible solutions to the dropout-low achiever problem. Trips to poverty areas, interviews with parents, and explorations into sociological and psychological aspects of the dropout would be an integral aspect of the in-service program.

Current Status

Teachers from Project Inerchange have already visited several elementary classes in the Seattle School District for purposes of observation and dissemination of information. Although the in-service training program is not to be officially begun until mid-winter, various administrators from the Seattle School District and other districts have been invited and have contacted the Center to arrange for visitations. Several administrators and teachers have already visited the Center. Plans include the formulation of an accredited work shop conducted with the use of the Career Planning Center staff and material. Development and planning would have to be with the cooperation of the Seattle Public Schools In-Service Training Department.

PUBLIC RELATIONS AND INFORMATION

Current Status

Several pictures and articles about the Career Planning Center have already appeared in local district publications and in each of Seattle's two major newspapers, the Seattle Times and the Post Intelligencer. Expected community information includes continual news releases to newspapers of the Seattle Teachers Association, the Washington Education Association, the National Education Association, District journals, and the two Seattle major newspapers. It is also planned that the Job Corps The Corpsman and the Job Corps staff newspaper carry articles and pictures of the five Clearfield graduates' involvement in the Project.

One service organization, the North Central Kiwanis, has already been informed at one of their luncheons of the Career Planning Center. Future activities include appearances before many other such organizations.

The Center is presently planning on purchasing a camera for publicity purposes as maintaining a photographic record of the Center's history.

BUDGET

Initial Proposal

The proposed optimum budget was based upon the assumption that funding, in addition to local District financing, would be available.

Project Interchange provided only for the salaries of the six members of the Seattle School District who had participated in the first year of the two-year project.

If additional financing resources were not available, a very moderate program would have been conducted, relying on funds available for regular school support. Aspects of the program involving work-experience projects at the Cleveland site, extended staffing, and purchase and rental of appropriate equipment would have been sharply curtailed or eliminated.

Current Status

The current revised budget of August 7, 1967, is the result of a cooperative funding effort among Project Interchange, Seattle Public Schools, and the Office of Economic Opportunity.

The total Project budget is ample enough to provide the staffing, services, facilities, equipment, and materials needed for developing a pilot program for the potential dropout as it was originally conceived.

At the present time the Center is well within the total Project budget and no shortage is anticipated. Although the total budget is very adequate, it will be necessary to make adjustments and transfers within the budget. It is always difficult to anticipate accurately all the needs of a new program's total development.

EVALUATION

Initial Proposal

Evaluation of the Job Corps Program would be primarily based on determinations of the extent to which the stated specific objectives have been reached.

Current Status

Presently the team is working on an evaluation that would be far more comprehensive in design than the initial proposal suggested. Mr. George Shephard of the Seattle Public Schools Research Department has been meeting with the members of the staff individually for the purpose of designing tests, establishing procedures, and making recommendations for an evaluation design. The resulting evaluation is intended to be far more objective than was proposed previously. It will primarily be concerned with evaluating the instructional program, work experience, and counseling.

JOB CORPS GRADUATE PROGRAM

On September 29, 1967, Mr. Robert Nelson and Mr. Richard Case met with Dr. Carl Minich and Mr. Barry Argento at the Clearfield Job Corps Institute in Clearfield, Utah, for the purpose of screening and selecting Job Corps graduates for employment at the Career Planning Center as teacher aides. Mr. Case and Mr. Nelson interviewed thirteen candidates. The five who were employed were selected on the basis of the needs of the Center and qualifications of the graduates. Two of the para-professionals will arrive in mid-October for employment. One will serve as a counselor aide and the other as a recreational aide. The remaining three will arrive in mid-November or later.

As the Job Corps graduates arrive, each will be assigned an advisor. A staff advisor will assist the Corpsman with making a successful adjustment into the community and the Center. Assistance will be offered with housing, transportation, recreation, and continuing education at a college or through the School District In-Service Training Program.

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EVALUATION

Evaluation of the Job Corps Program will be primarily based on determinations of the extent to which the stated specific objectives have been reached, by assessing the extent and direction of change in skills, attitudes, and actions.

1. Student progress in and attainment of requisite basic reading and mathematic skills will be measured by appropriate standardized objective tests. All students on entry will be given appropriate placement and initial Metropolitan Achievement Tests in reading and arithmetic. The Sullivan Associates Programmed Reading series, which is the basis of the reading instruction program, has an articulated series of placement and classroom progress tests. These will be so utilized. Overall evaluation of reading progress for students, both individually and collectively, will be by the Metropolitan Achievement Tests Reading and Work Knowledge tests of the appropriate grade level (normally the Intermediate Battery). The Job Corps arithmetic test batteries will be utilized to determine class placement and classroom progress in basic arithmetic skills. Overall evaluation of mathematics progress for students, both individually and collectively, will be by the Metropolitan Achievement Tests, Arithmetic Computation and Arithmetic Problem Solving tests of the appropriate grade level (normally the Intermediate Battery). Appropriate Metropolitan Achievement tests will be given on initial entry, at mid-year, and at year's end.

2. Evaluation of the instructional methods, materials, and techniques will be based on student progress, comparative data from similar schools, and, where indicated innovative research on the effects of variations in curriculum. Concurrent evaluation by appropriate and timely tests, teacher observation of pupils, and evaluative observation of teachers will be employed to provide continuous feedback during the school year. Longer term periodic evaluation will be utilized to determine how effective the curricula and teachers are in moving pupils toward the program's objectives. In addition to achievement test score changes, behavioral development of attitudes and interests will also be considered. Criteria for this will include facets such as absentee records, spontaneous classroom communications, teacher observations, and interviews with parents to ascertain any evident student attitudinal changes toward a given program or the school as a whole. Individual anecdotal records, with pertinent entries for each student, will be kept and these will be utilized both in counseling and evaluation. What kinds, if any, of negative learnings or undesirable outcomes the program may be producing as side effects will also, insofar as practicable, be ascertained.

3. Success of the driver education program will be evaluated in terms of the drivers' licenses obtained and subsequent driving records of the trainees.

4. Evaluation of the "World-of-Work" social and functional skills development program will be based on the actions and attitudes of the trainees as measured by reports from employers and instructors. The Strong Vocational Inventory for Men tests series will be used both in placement and in evaluation.

5. Evaluation of the vocational experiences curriculum will be continuing and will be primarily based on reports from industry and instructors of the on-the-job performance of trainees. Comparative studies of this and similar programs together with innovative research will be utilized to develop new and improved techniques for enhancing the effectiveness of the vocational experiences curriculum and its concomitant on-the-job training.

6. Holding power of the Job Corps for the trainees, reentry rates into the secondary school program (and retention rates therein), entry rates of Job Corps graduates into industry, the military, and post-graduation training will also be utilized as evaluative criteria.

APPENDIX B

A PROPOSAL FOR THE INITIAL OPERATIONAL YEAR OF A CONTINUING MODIFIED JOB CORPS PROGRAM TO ACCOMMODATE POTENTIAL DROPOUTS IN THE SEATTLE PUBLIC SCHOOL DISTRICT

CAREER PLANNING CENTER
(Project Interchange)

June 14, 1968

Seattle Public Schools
Seattle, Washington

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INTRODUCTION

In the school year ending June, 1967, a total of 1,827 students dropped out of the Seattle Public School system. This figure represents a rise from 6.86 percent the previous year, to 8.38 percent in 1967. The largest single cause for dropping out of school was identified as "lack of interest" (437). The second largest factor was leaving school for employment reasons (372), of which:

(a) Most of the dropouts were working in jobs that provided little or no challenge; pay was minimal.

(b) Few had been able to hold a job for any length of time.

(c) Only one of the dropouts seemed to be genuinely pleased with his work (and he was returning to school).

The third factor was leaving school for "behavioral reasons" (204). A conglomerate of "other reasons" (447) comprised student attempts to define reasons for dropping out of school. Lesser reasons, in terms of frequency, ranged from illness to "needed at home."[1]

These reasons do not tell why school was not interesting or why a student will seek a minimal pay job, with little or no challenge or future rather than remain in school. However, facts strongly suggest the dropout would rather be a box boy, laborer, waitress, or lawn cutter than remain in the traditional school environment. These students represent a variety of ways to express a common basic feeling of adversion to the school as a traditionalized institution. They have not been able to succeed, survive, or relate in a structured school atmosphere.

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[1] Somers, Walter, Summer High School Dropout Project, 1967, for Seattle Public Schools, p. 2.

At the present time, there are many students in school standing at the same crossroads where the dropouts stood not too long before. They are in the process of deciding whether to remain in an almost impossible school situation or to drop out and try to find employment. They are confronted with the choice of failure and ridicule as students or failure and unemployment as they attempt to compete for jobs.

The Career Planning Center (formerly Project Interchange) will provide a program designed to accommodate the potential dropout student. Each student is provided with a course of study that will meet his individual needs. A great amount of flexibility is necessary in any traditional school program, but for the discouraged low achievers even greater flexibility is required. For these students all aspects of scheduling, choice of subjects, and teaching techniques must be kept flexible enough to accommodate each individual's needs.

A work program will be designed to provide each student with an opportunity for part-time employment which is related to his school program. Part-time employment will provide one of many incentives for remaining in school and for achieving goal growth.

An educational program will be designed to make employment a successful experience by providing him with basic educational skills and successful work attitudes. In addition, a terminal high school program will be offered, culminating with a certificate or a diploma from the student's home high school, or a certificate of educational competence. Reentry courses will be offered for students with marginal but significant academic difficulty. Class size will not exceed 10 to provide for extensive individualized instruction.

An atmosphere will be provided that is relaxed and conducive to learning, departing from the traditional school structure where students may have been subjected to embarrassment, ridicule, humiliation, and failure.

"Satellite Centers," coordinated by the Career Planning Center, will be strategically located in the city to serve the potential dropout population of the 12 high schools. Initially, a minimum of two Satellite Centers would accommodate approximately 100 students each and will be located to serve the north and south areas of the city. As enrollment increases, more centers could be opened to serve the east and west sections of the city with greater efficiency.

The Career Planning Center, which will coordinate the activities of the Satellite Centers will provide a wide variety of services. A live-in work education program would be designed for students who would benefit from a change in physical environment. Teacher training seminars for the Seattle School District will train special education teachers, administrators, and others in the latest methods and materials used for the potential dropout student. Approximately 150 students would attend class at the main Center, with a selected number engaged in a variety of vocational training maintenance skills.

OBJECTIVES

For the Student

1. To provide a basic academic program necessary for obtaining and retaining present-day jobs.

2. To provide a basic academic program necessary for acceptance into the military service or a vocational training program.

3. To provide a basic academic program necessary for successfully continuing an educational program in the public schools of Seattle.

4. To provide a continuing basic academic program leading to high school graduation or the certificate of educational competence for students unable to successfully continue an educational program in the public schools of Seattle.

5. To provide appropriate vocational skills training and related work experience opportunities to prepare him for obtaining and retaining a job.

6. To provide the "World-of-Work" social and functional skills necessary for obtaining and retaining a job.

7. To provide training for improving social skills, attitudes, and self-perception needed for coping with life and everyday involvement in a complex society.

8. To provide living facilities for students who would benefit in a change of environment.

For the School

1. To maintain and expand the curriculum and vocational experience program devoted to helping disadvantaged adolescent youths with their special education, vocational, and social needs.

2. To develop a live-in-work-education camp on the 160 acres at the Cleveland Memorial Forest site for students enrolled in the Career Planning Center.

3. To encourage low-achieving adolescent youths and potential dropouts to remain in school.

4. To assist potential dropouts to develop basic educational skills necessary for reentry into the secondary school program.
5. To develop the Seattle School District owned 160 acre Cleveland Memorial Forest site into a science-nature outdoor classroom.
6. To disseminate new ideas, methods, and techniques to administrators and teachers for helping disadvantaged students.
7. To provide a training situation for future teachers in helping disadvantaged students.
8. To encourage and assist administrators and teachers to incorporate the goals, philosophy, services, techniques, and materials of the program into their schools to help disadvantaged students.

For the Community

1. To reduce the number of youths who are unable to acquire particular job skills because of educational deficiencies.
2. To increase the number of labor force trainees for industry.
3. To provide the Seattle community with an out-of-school educational-vocational program that will make it possible for culturally disadvantaged youths to adapt to the complexities of modern industrial society and big-city living.
4. To provide a modified live-at-home Job Corps education and work program.

For the Nation

1. To provide employment for para-professional Job Corps graduates as teacher aides in the Seattle School District.
2. To assist the NEA and OEO in screening and recruiting new teachers for service in Job Corps centers.
3. To provide appropriate information to agencies, as requested, pertaining to educating disadvantaged adolescent youths.
4. To assist in the development of programs in other school districts experiencing similar social-educational problems.

PROGRAM DESCRIPTION

Nature of the Program

The Career Planning Center will require the continuation and expansion of an education-work-counseling program designed to accommodate approximately 350 junior and senior high school students, who are residents within the Seattle School District. The purpose of the program will be to help low-achieving young adults and potential dropouts to remain in school and assist them in determining and accomplishing meaningful goals. Goals for the potential dropout could include reentry into high school, entering a trade school, increasing employability, securing employment, or entering military service.

Students will need a flexible schedule to allow for home or job responsibilities. Some students will not need to avail themselves of the entire program offered because of satisfactory achievement in most areas. The students' time of arrival and departure will vary throughout the day to allow for classes in other schools and for home or job responsibilities. A flexible schedule will permit these students to obtain a part of their education in the public school and yet receive assistance in deficient areas through the Career Planning Center.

The program will be flexible enough to permit research and experimentation when deemed necessary to meet the needs of the student. It will be a programmed, individual and tutorial approach with emphasis on allowing the student to proceed at his own speed, working out his subject matter problems and personality difficulties in an atmosphere of understanding and tolerance. Lectures will be held to an absolute minimum and will more closely resemble group counseling sessions in which the goal is not so much to impart great amounts of information in a short period of time, but to elicit individual, in-depth responses to the problem being considered.

Since the students will have attained different levels of achievement in the various subjects offered, the program must make it possible for each student to continue his educational program according to his individual needs. The curriculum will be developed with continuous evaluation which meets the needs of the students.

A program that is capable of meeting many various requirements must break from the traditional school year concept, that of having predetermined dates for entry and completion. To be most effective, the program must operate on a year-round basis. A summer vacation program will be made available to accommodate the needs of students.

Although the basic intent of the Center provides for the inclusion of girls, if legislation permits, it is not intended to be coeducational. One satellite center would be designated for girls exclusively. The main center, including residence, and the remaining satellite centers would be restricted to boys.

The age limits proposed are based on averages for high school students in the sophomore, junior, and senior years. Either the minimum or maximum or both could be adjusted, in accord with legal provisions, to best accommodate the age group in need of the program.

Beginning

The Career Planning Center (CPC) will begin its second year of operation in September, 1968.

Target Group

Young men and women, junior and senior high school students, who are residents of the Seattle School District, and who are low achievers or potential dropouts because of a severe deficiency in the basic skills will be eligible to apply for enrollment in the Career Planning Center. Students selected for the Career Planning Center must: (1) need and want the program, and (2) hold promise of being able to successfully adapt to and benefit from the program.

To understand more completely the type of student who would be eligible for this program, it is necessary to become familiar with certain aspects of his or her cultural background. The Career Planning Center will serve the needs of students whose backgrounds would be similar to Job Corps youths. . . In general, this type of student may be described as follows:

> A typical applicant is seventeen, has finished ninth grade, has been out of school three months, has less than a fourth grade reading and arithmetic achievement level, comes from a family of six which lives in crowded, substandard housing with parents who are unemployed or hold an unskilled job. The student lacks self-discipline and work skills, and is the victim of an environment which has made his adjustment difficult.
>
> More than three-fourths of the students will come from families in which parents hold unskilled jobs; approximately one-half from overcrowded homes which are in substandard condition; one-half will come from families in which the primary wage earner is unemployed and on relief; one-half from families in which both parents have less than an eighth grade education; and more than one-third from homes in which a parent is seriously ill. Many of these students will never have had the benefit of medical or dental care.
>
> More than one-half of the students will have no police record and no record of misconduct in school; about five percent will have a record of some anti-social behavior such as petty theft and vandalism; less than three percent will have a record of serious offenses.
>
> It is expected that not more than one-half of the students who will be enrolled in the Career Planning Center will have been employed. They lack the proper tools with which to find and hold meaningful jobs. Typical among occupations they have held are those of domestic maid, dishwasher, peddler, usher, busboy,

waitress, bootblack, carwasher, and unskilled laborer. Approximately one-half of the expected enrolled will come from families which are the recipients of local, state, or federal welfare assistance.

Without their participation in a Job Corps Center, the Career Planning Center, or in some other special program of compensatory education, these students would likely remain on the bottom rung of society, on welfare, in correctional institutions, in unemployment lines, and become a drain on the resources of the community and the nation in their unsuccessful attempts to find a meaningful place in our democratic system.

It is expected that more than one-half of the students who will be enrolled in the Career Planning Center will have completed the ninth grade. Of the more than one-half who may attempt to enter the armed forces, nine out of ten will be rejected. Approximately two-thirds of the enrollees will have been out of school for six months or less; one-third from six months to one year.

Regular schooling could not reach these youths for one reason or another. Due to the increasing complexity of the secondary-school curriculum, this student has reached a plateau from which he cannot progress without special instruction which would develop basic skills in certain educational areas such as reading, mathematics, verbal communication, and proper work habits and attitudes. Without this instruction this student will lack the educational and social skills needed for upward mobility.

Overall Center Operation

The Career Planning Center will be operational during the 1968-69 school year through a minimum of three centers. The centers will be strategically located in facilities easily accessible to students enrolled in the program. The centers will be located in buildings such as unused schools, storefronts, portables, or unused portions of existing businesses or organizations. One facility would be designated as the main center. The main center would house the Career Planning Center's residential program and administrative offices. In addition, the main center would house approximately 150 students in the academic, vocational, and counseling programs between the hours of 8:00 a.m. and 9:00 p.m. The satellite units would each accommodate a maximum of 100 students between the hours of 8:00 a.m. and 4:00 p.m. in the three basic programs.

The Center's overall operation will be coordinated with the Secondary Division of the Seattle Public Schools by the Supervisor as liaison to the Coordinator of Secondary Instruction. The administration of all phases of the Career Planning Center's operation will be under the direct guidance of the program Supervisor.

Responsibilities for specific phases of the Center's operation will be administered through coordinators and head teachers. The supervisor, with the cooperation of the coordinators and head teachers, will establish policies and procedures promoting unification and consistency within the Center's overall operation.

Implementation of the policies and procedures within individual units will be the responsibility of the head teachers. The head teachers are directly accountable to the program Supervisor for the performance of the teaching staff within the individual units.

The basic curriculum of the main center and extended satellite units will consist of programs as previously developed, refined, and proved effective within the scope of the objectives of the Career Planning Center.

Implementation of additional innovations and programs into the Center's overall program will be accomplished when thoroughly developed and proven as an effective means for educating the potential dropout student. Program research and development will be conducted at the main center due to availability of adequate space necessary for experimental purposes plus the immediate availability of the supervisor and other administrative personnel.

Para-Professionals

Parallel to the in-service teacher training program will be the training of Job Corps graduates from the advanced Corpsman Institute in Clearfield, Utah, as teacher, recreational, and counselor aides. These men will function as Para-Professionals, assisting teachers and students in various phases of the Career Planning Center's academic, recreational, and vocational programs. At the Cleveland Memorial Forest site they will assist the work leader in instructing students in proper work attitudes, skills, and techniques.

The Career Planning Center will provide a personal counseling service for each Job Corps aide. This service will be designed to assist in locating suitable housing and to aid in solving other personal problems resulting from relocation to the Seattle area.

Equal Opportunity for Enrollees

The Career Planning Center will comply with the Civil Rights Act of 1964 in that it will provide equal opportunity and treatment for all enrollees. There shall be no racial segregation or discrimination of any kind with respect to room assignments, class scheduling, eating arrangements, training assignments, working assignments, or any other activity.

PROGRAM OF INSTRUCTION

Introduction

The Instructional Program will utilize many facets of the curriculum designed for use by the Job Corps. The basic education program will be aimed at improving skills by means of specially designed educational materials and techniques. Entry tests will indicate the student's level of achievement and provide the starting point in the curriculum from which he is most likely to be successful. He proceeds through the program at his own rate of development.

As the needs of the students in the Seattle area are more clearly determined, additions, revisions, and deletions of subjects will undoubtedly occur within the curriculum. In addition to basic mathematics and reading, the curriculum will include Language Arts, Social Studies, Physical Education, World-of-Work, and Driver Education. Descriptions of each area are as follows:

Beginning Reading

Beginning Reading is designed to help those students whose reading skills range between nonreading ability and grade level 3.5. This reading program commences with a phonetically based system of programmed learning. The student begins in the book which corresponds with his placement test recommendations, works independently at his own speed, and is in competition with himself.

A student is introduced to pre-reading activity by acquainting him first with selected alphabetical symbols, then with the relationship of these symbols to sounds of letters. This procedure is designed for the nonreader.

When the sound symbol relationship has been established, the student progresses to a programmed primer which introduces him to the programmed learning concept. After this system is understood, the student beings work in books 1 through 21 of the Sullivan Associates Programmed Reading series. In this series he is exposed to a phonetically consistent progression of words contained in sentences of increased complexity.

Upon completion of the Beginning Reading course, the student will have a reading vocabulary of approximately 3,000 words and will understand phonetic and other techniques of word attack skills.

Advanced Reading

Advanced Reading is designed to improve the reading performance of students whose reading skills fall between equivalent grade levels 3.5 and 7.5. Entry into Advanced Reading is determined through the administration of a series of diagnostic placement tests. Students are placed in and progress through this reading program at their own level of ability. Advanced Reading adds elements of increased mobility to students in the reading program and additional increments of individual instruction in word attack skills for students who have begun to perform independently in the reading program. Ultimate goals are to improve the reading performance of students so that they can use a library and read an average book, magazine, vocational training manual, newspaper, or grade equivalent textbook.

Language Arts - Social Studies

For students whose reading ability is fifth grade or better, the Career Planning Center will offer a block-of-time program of Language Arts-Social Studies tailored to meet individual student needs and abilities.

An experimental approach which stresses continuous development will be the cornerstone upon which this program is founded. Staff efforts to develop team-teaching projects, to create integrated Language Arts-Social Studies lessons, to assure maximum utilization of current events materials, to employ discovery methods of learning whenever practical, and to seek out materials which deal with pertinent real life situations with which the student can easily identify, will be encouraged at all times. Instructional materials might, for example, discuss occupations and careers, dating, smoking, driving, drug addiction, birth control, self concepts, and the development of worthwhile personal goals. Every effort will be made to provide numerous field trips and to utilize a multiplicity of audio-visual aids in an attempt to diversify the program content and to make this experience a vital one for each student.

In Language Arts work, emphasis will be placed on practical usage rather than on iron-clad rules and grammatical refinements. Practice will be provided in such areas as punctuation, capitalization, clear sentences, letter writing and reference skills, and familiarity with employment application forms.

Social Studies work will be provided in the areas of Washington State and United States History and Contemporary Problems. Course content in history will be directed toward an understanding of the major forces that work to fashion an era and which lead to the next one--and why.

Throughout the social studies program the fundamental concepts of politics, economics, geography, industry, and international relations will receive emphasis as will the impact of science and technology on today's world.

The ultimate objectives of the Language Arts-Social Studies program are twofold: to improve the students' ability to communicate effectively with other people; and to heighten his awareness and understanding of the society in which he lives.

Mathematics

The mathematics program will teach students a variety of basic skills serving as a gateway to his continuing educational process and/or many types of possible employment. Students can enter the curriculum with only the ability to count whole numbers from 1 to 10. They learn to perform addition, subtraction, multiplication, and division with whole numbers up to five-place digits; to work with fractions; and to work with two- and three-place decimal numbers. In addition, they learn to convert percentages to decimals and fractions, identify basic geometric forms, and convert from one linear measurement system to another.

Much of the materials the student uses is self-instructional. The major advantage of these materials is their flexibility in offering instruction on an individual basis. A student is taught only those parts of the curriculum in which he needs training or reinforcing. The system operates on a nongraded basis, with individual placement achieved through prediagnostic and post-diagnostic tests. The student progresses at his own rate of speed. At frequent intervals he is tested to evaluate not only his performance, but also the performance of the instructional system.

Physical Education

The physical education program will be designed to develop the student in mind, body, and spirit and will be based to a large extent upon the condition of his "physical self."

Experiences will be provided for the learner to develop and maintain a satisfactory degree of physical efficiency for daily living and to enjoy a variety of wholesome physical recreation activities, some of which are designed to carry over into adult life. The learner will also have an opportunity to develop useful skills related to locomotion, those related to work and safety, those related to individual and team sports, with full recognition given to the responsibility exemplifying a spirit of sportsmanship and fair play. Each student found to have handicapping defects, whether remediable or not, will be encouraged to participate in a modified program of activities designed to meet his individual needs.

All physical activities conducted or sponsored by the school will contribute to the health and well-being of each individual. Each activity included in the program will be selected with full regard to values in human growth, development, and behavior and be designed to serve the interests and mature levels of the individual or groups concerned.

World-of-Work

The World-of-Work curriculum will be designed to help an individual develop the social skills necessary to obtain a job and the attitudes and personal habits to keep that job. The curriculum will be divided into five subject areas: success on the job; skills, aptitudes, and interests; exploring job opportunities; handling money; and getting a job. Success on the job is the underlying theme and will be emphasized in all of these areas. Upon completion of this course, the individual will have a better understanding of the human relation skills required for successful employment.

Driver Education

Operation of motor vehicles is an important and necessary skill for obtaining and keeping many jobs, even though driving is not a part of the job. Driving skills oriented to safe operation help to keep a job and to insure personal and financial protection.

The driver education program at the Career Planning Center will have as its main objective the training of competent and safe drivers who can qualify for the Washington State license.

The program will be adapted from the Seattle School District curriculum.

Graphic Arts

A newspaper composed and printed at the Career Planning Center would accomplish many purposes. It would complement and serve as a functional cumulation to the Center's academic-vocational and counseling programs.

Language arts and art are two classes presently offered that could directly relate to a Center newspaper and possibly a yearbook. The articles written by the students and then later printed and read by many more students would certainly place proper emphasis on their functional applications.

For many, if not most, students at the Center, seeing their names in a newspaper is an occasion they have never experienced. To have an article or their picture in a newspaper would be considered a great improbability if not an impossibility. One of the main goals of the Center's program is to develop positive self concepts. Participation in a project such as creation of a Center newspaper would definitely be an effective, functional, and valuable means of accomplishing that goal.

A third and very important justification for developing a printing program is the work experience aspect. Sheltered work experience at the Center is vital to continued success. Other programs providing job opportunities through the Center must be made available. Whether or not particular students choose these as vocational careers is immaterial. Working in the print shop as students become qualified provides additional sheltered work for the students plus vocational and leisure time opportunities. All of the Center's printing plus occasional printing for other schools would more than provide employment for interested students.

Equipment purchased for publication of newspapers, handbooks, yearbooks, and other needs would also be available to the other two proposed vocational experience programs--photography and office procedures. The three programs working collectively would be extremely beneficial for the students and the Center. They would be providing a functional service and not just a superficial activity.

Photography

A photography laboratory will be designed to serve a variety of pressing needs. Currently, science class is not offered at the Center. The chemical, semi-technical nature of a photography laboratory will fulfill the requirements for a science credit, thereby providing the last required subject not offered at the Center for high school graduation, reentry, or for a certificate of educational competence.

An equally important function of this laboratory will be to provide a controlled, group task situation as an extension of human development classes. The dark room would be designed for a maximum of six students. The nature of this laboratory will be such that timed, close cooperative problems would have to be solved. Group attempts to organize, plan and control their actions would put into actual practice many problems discussed in human development classes. Reactions to stress situations would be evaluated following completion of assigned tasks.

The overall purpose will be to place students in stress situations from which undesirable, detrimental personality traits will be revealed to themselves and others. Discussion can then be implemented to assist the student to develop an awareness of these traits prior to employment or upon return from unsuccessful job experience. Provision would be made for video-tape replays for group and individual evaluation.

To a lesser degree, skills developed will complement the proposed printing and reproduction program; assist in the formation of worthwhile leisure time hobbies for both students and parents and provide opportunities for reward and pride in tasks well done.

Office Procedures

Business machines operation, typing, filing, and other skills related to office procedures if offered at the Career Planning Center would be a useful

PROJECT INTERCHANGE

DATE YEAR IN SCHOOL Soph.

NAME 12

Last First Middle

ADDRESS Seattle ZIP CODE

SCHOOL ATTENDING OR LAST ATTENDED Monroe

TELEPHONE SOCIAL SECURITY NUMBER 536-54-1778

BIRTHDATE 3 19 1951 AGE 17 Male x Female

Month Day Year

DATE OF ENTRY TO PROJECT INTERCHANGE 9/18/67 TERMINATION DATE 6/2/68

FAMILY INCOME 450.00 / TOTAL MEMBERS OF FAMILY 6

Monthly or Yearly

PARENT'S OR GUARDIAN'S NAME

Name of test	Date Taken	Word Know	Rdng.	Arith. Comp.	Ar. Pr. Solv. & Concepts	Composite
MAT	10/2/67	6.9	4.8	7.3	6.5	
	5/23/68	10.5	5.9	7.9	7.1	

RJS1 Score 17½

Reading Placement Level at Entry 6 At Termination 7 Gain 1

Math Placement Level at Entry 5 At Termination 10 Gain 5

Percentage of Daily Attendance at Parent School 88 %

Percentage of Daily Attendance at Career Planning Center 86 %

Transfered to Monroe School 196 8

Graduation - Program - Credits

	Credits at Entry	Project Interchange		
Language Arts - 5 Cr.				
10a	D			
10b	D			
11a		C		
11b		A		
12				
Social Studies 4 Cr.				
U.S. History 11a				A
U.S. Histroy 11b				
Cont. Prob. 12a				
Cont. Prob. 12b				
Wn. State History	E			
Mathematics - 2 Cr.				
Math I Gen.	C	B	B	
Math II				
Science - 2 Cr.				
Science I				
Science II				
Health Ed. - 1 Cr.				
Physical Ed. 1½ Cr.				
			C	C ¹C
Electives				
Work Experience				
World of Work			B	C
Total Credits Earned				

PROJECT INTERCHANGE

DATE ____ YEAR IN SCHOOL 10th

NAME 13 (Last) (First) (Middle)

ADDRESS Seattle ZIP CODE ____

SCHOOL ATTENDING OR LAST ATTENDED Madison

TELEPHONE ____ SOCIAL SECURITY NUMBER ____

BIRTHDATE 12 (Month) 10 (Day) 1951 (Year) AGE ____ Male x Female ____

DATE OF ENTRY TO PROJECT INTERCHANGE 1/22/68 TERMINATION DATE 6/7/68

FAMILY INCOME Welfare / (Monthly or Yearly) TOTAL MEMBERS OF FAMILY ____

PARENT'S OR GUARDIAN'S NAME ____

Name of test	Date Taken	Word Know	Rdng.	Arith. Comp.	Ar. Pr. Solv. & Concepts	Composite
MAT	2/6/68	5.4	4.0	4.9	4.7	

RJS1 Score 8

Reading Placement Level at Entry 3 At Termination 6 Gain ____

Math Placement Level at Entry 2 At Termination 7 Gain ____

Percentage of Daily Attendance at Parent School 55 %

Percentage of Daily Attendance at Career Planning Center 33 %

Transfered to Seattle Public School Garfield 1968

Graduation - Program - Credits

	Credits at Entry	Project Interchange Sp.68			
Language Arts - 5 Cr.					
10a					
10b					
11a					
11b					
12					
Social Studies 4 Cr.					
U.S. History 11a					
U.S. Histroy 11b					
Cont. Prob. 12a					
Cont. Prob. 12b					
Wn. State History					
Mathematics - 2 Cr.					
Math I					
Math II					
Science - 2 Cr.					
Science I					
Science II					
Health Ed. - 1 Cr.					
Physical Ed. 1½ Cr.					
Electives					
Work Experience					
World of Work					
Total Credits Earned		0			

PROJECT INTERCHANGE

DATE ________ YEAR IN SCHOOL Senior

NAME 14

Last First Middle

ADDRESS Seattle ZIP CODE

SCHOOL ATTENDING OR LAST ATTENDED Rainier Beach

TELEPHONE ________ SOCIAL SECURITY NUMBER 536-52-9214

BIRTHDATE 11 19 1949 AGE 18 Male x

Month Day Year Female

DATE OF ENTRY TO PROJECT INTERCHANGE ________ TERMINATION DATE ________

FAMILY INCOME 400.00 / ________ TOTAL MEMBERS OF FAMILY 7

Monthly or Yearly

PARENT'S OR GUARDIAN'S NAME ________

Name of test	Date Taken	Word Know	Rdng.	Arith. Comp.	Ar. Pr. Solv. & Concepts	Composite
MAT	10/8/67	5.1	5.9	4.8	6.3	
	5/23/68	5.4	6.6	6.4	6.3	

RJS1 Score ________

Reading Placement Level at Entry 6 At Termination ________ Gain ________

Math Placement Level at Entry 5 At Termination ________ Gain ________

Percentage of Daily Attendance at Parent School 77 %

Percentage of Daily Attendance at Career Planning Center 90 %

Transfered to ________ School ________ 196 ________

Graduation - Program - Credits	Credits at Entry	Project Interchange F 67	Sp 68	F68
Language Arts - 5 Cr.				
10a	D			
10b	D			
11a		D		
11b		D		
12			A	
Social Studies 4 Cr.				
U.S. History 11a		A		
U.S. Histroy 11b			A	
Cont. Prob. 12a				
Cont. Prob. 12b				
Wn. State History .	D			
Mathematics - 2 Cr.				
Math 7 Gen		A		
Math VI Gen			A	
Science - 2 Cr.				
Science I	D			
Science II		B		
Health Ed. - 1 Cr.			B	
Physical Ed. 1½ Cr.				
	C½			
	D½			
		A½	B½	
Electives				
Woodshop	C			
Woodshop	B			
School Services	A½			
"	B½			
"	A½			
Work Experience		A 2	A 1	
World of Work		A	A	
Total Credits Earned	7½	8½	6½	

PROJECT INTERCHANGE

DATE ______ YEAR IN SCHOOL Freshman

NAME 15
Last First Middle

ADDRESS Seattle ZIP CODE

SCHOOL ATTENDING OR LAST ATTENDED Queen Anne H. S.

TELEPHONE ______ SOCIAL SECURITY NUMBER 531-46-9277

BIRTHDATE 6 (Month) 2 (Day) 1951 (Year) AGE 17 Male x Female

DATE OF ENTRY TO PROJECT INTERCHANGE 9/27/67 TERMINATION DATE 6/2/68

FAMILY INCOME 800.00 / Monthly or Yearly TOTAL MEMBERS OF FAMILY 4

PARENT'S OR GUARDIAN'S NAME

Name of test	Date Taken	Word Know	Rdng.	Arith. Comp.	Ar. Pr. Solv. & Concepts	Composite
	10/11/67	8.7	11.8	5.5	8.4	
	5/23/68	9.5	12	6.5	9	

RJS1 Score 13½

Reading Placement Level at Entry 6 At Termination CBRP Gain 3

Math Placement Level at Entry 5 At Termination CBRP Gain 8

Percentage of Daily Attendance at Parent School 79 %

Percentage of Daily Attendance at Career Planning Center 90 %

Transfered to Seattle Schools School Queen Anne 196 8

Graduation - Program - Credits

	Credits at Entry	Project Interchange		
Language Arts - 5 Cr.				
10a	D			
10b				C
11a				A
11b				A
12				
Social Studies 4 Cr.				
U.S. History 11a				A
U.S. Histroy 11b				A
Cont. Prob. 12a				
Cont. Prob. 12b				
Wn. State History				
Mathematics - 2 Cr.				
Math I			C	A
Math II				
Science - 2 Cr.				
Science I				
Science II				
Health Ed. - 1 Cr.				
Physical Ed. 1½ Cr.	D½		B½	B½
Electives				
Typing	E			
Bookkeeping	E			
Work Experience				
World of Work			C	A
Total Credits Earned	1½		2½	7½

PROJECT INTERCHANGE

DATE September 4, 1968 YEAR IN SCHOOL 10th

NAME 16
Last First Middle

ADDRESS Seattle ZIP CODE

SCHOOL ATTENDING OR LAST ATTENDED Franklin High School

TELEPHONE SOCIAL SECURITY NUMBER 534-52-4795

BIRTHDATE September 9 51 AGE 17 Male X
Month Day Year Female

DATE OF ENTRY TO PROJECT INTERCHANGE 9/20/67 TERMINATION DATE

FAMILY INCOME $300 / TOTAL MEMBERS OF FAMILY 5
Monthly or Yearly

PARENT'S OR GUARDIAN'S NAME

Name of test	Date Taken	Word Know	Rdng.	Arith. Comp.	Ar. Pr. Solv. & Concepts	Composite
MAT	11/4/67	2.5	3.7	5.7	5.1	

RJS1 Score 13

Reading Placement Level at Entry 3.7 At Termination Gain

Math Placement Level at Entry 5.7 At Termination Gain

Percentage of Daily Attendance at Parent School 60 %

Percentage of Daily Attendance at Career Planning Center %

Transfered to School 196

Graduation - Program - Credits	Credits at Entry	Project Interchange Fall 67	Spring 68	Fall 68
Language Arts - 5 Cr.				
10a		C		
10b			B	
11a				
11b				
12				
Social Studies 4 Cr.				
U.S. History 11a				
U.S. Histroy 11b				
Cont. Prob. 12a				
Cont. Prob. 12b				
Wn. State History				
Mathematics - 2 Cr.				
Math I		C	C	
Math II				
Science - 2 Cr.				
Science I				
Science II				
Health Ed. - 1 Cr.				
Physical Ed. 1½ Cr.		B	C	
Electives				
Reading 5-6-7				
Work Experience				
World of Work		C		
Total Credits Earned	0	3½	2½	

PROJECT INTERCHANGE

DATE October 2, 1968 YEAR IN SCHOOL Freshman

NAME 17
Last First Middle

ADDRESS Seattle ZIP CODE

SCHOOL ATTENDING OR LAST ATTENDED Franklin High School

TELEPHONE SOCIAL SECURITY NUMBER 535-50-7702

BIRTHDATE 2/26/51 AGE 17 Male X Female
Month Day Year

DATE OF ENTRY TO PROJECT INTERCHANGE 10/2/67 TERMINATION DATE 6/2/68

FAMILY INCOME 425 / TOTAL MEMBERS OF FAMILY 8
Monthly or Yearly

PARENT'S OR GUARDIAN'S NAME

Name of test	Date Taken	Word Know	Rdng.	Arith. Comp.	Ar. Pr. Solv. & Concepts	Composite
MAT	10/6/67	6.8	6.5	7.2	7.1	

RJS1 Score 4

Reading Placement Level at Entry 7 At Termination 8 Gain 1

Math Placement Level at Entry 6 At Termination 12 Gain 6

Percentage of Daily Attendance at Parent School %

Percentage of Daily Attendance at Career Planning Center 48 %

Transfered to Seattle Schools School Franklin 1968

Graduation - Program - Credits

	Credits at Entry	Project Interchange
Language Arts - 5 Cr.		
10a		
10b		
11a		
11b		
12		
Social Studies 4 Cr.		
U.S. History 11a		
U.S. Histroy 11b		
Cont. Prob. 12a		
Cont. Prob. 12b		
Wn. State History		
Mathematics - 2 Cr.		
Math I		
Math II		
Science - 2 Cr.		
Science I		
Science II		
Health Ed. - 1 Cr.		
Physical Ed. 1½ Cr.		
Electives		
Work Experience		
World of Work		
Total Credits Earned		

PROJECT INTERCHANGE

DATE September 4, 1968 YEAR IN SCHOOL 10th

NAME 18
Last First Middle

ADDRESS ZIP CODE

SCHOOL ATTENDING OR LAST ATTENDED Thomson Junior High

TELEPHONE SOCIAL SECURITY NUMBER 535-56-7723

BIRTHDATE May 26 52 AGE 16 Male X
Month Day Year Female

DATE OF ENTRY TO PROJECT INTERCHANGE 2/27/68 TERMINATION DATE

FAMILY INCOME / TOTAL MEMBERS OF FAMILY 2
Monthly or Yearly

PARENT'S OR GUARDIAN'S NAME

Name of test	Date Taken	Word Know	Rdng.	Arith. Comp.	Ar. Pr. Solv. & Concepts	Composite
MAT	10/67	6.0	7	5	5	

RJS1 Score 21

Reading Placement Level at Entry 6 At Termination Gain

Math Placement Level at Entry 5 At Termination Gain

Percentage of Daily Attendance at Parent School 61 %

Percentage of Daily Attendance at Career Planning Center %

Transfered to \ School 196

Graduation - Program - Credits

	Credits at Entry	Project Interchange Fall 68		
Language Arts - 5 Cr.				
10a				
10b				
11a				
11b				
12				
Social Studies 4 Cr.				
U.S. History 11a				
U.S. Histroy 11b				
Cont. Prob. 12a				
Cont. Prob. 12b				
Wn. State History				
Mathematics - 2 Cr.				
Math I				
Math II				
Science - 2 Cr.				
Science I				
Science II				
Health Ed. - 1 Cr.				
Physical Ed. 1½ Cr.				
Electives				
Reading 7-8-9				
Work Experience				
World of Work	0			
Total Credits Earned	0			

PROJECT INTERCHANGE

DATE September 4, 1968 YEAR IN SCHOOL 12th

NAME 19
Last First Middle

ADDRESS ZIP CODE

SCHOOL ATTENDING OR LAST ATTENDED Ballard

TELEPHONE SOCIAL SECURITY NUMBER 538-54-0706

BIRTHDATE June 3 60 AGE 18 Male X Female
Month Day Year

DATE OF ENTRY TO PROJECT INTERCHANGE 2-8-68 TERMINATION DATE

FAMILY INCOME $500 /$5,000 TOTAL MEMBERS OF FAMILY 10
Monthly or Yearly

PARENT'S OR GUARDIAN'S NAME

Name of test	Date Taken	Word Know	Rdng.	Arith. Comp.	Ar. Pr. Solv. & Concepts	Composite
MAT	2/6/68	3.4	3.5	4.1	4.0	
MAT	5/27/68	3.6	4.2	5.1	4.7	

RJS1 Score 8

Reading Placement Level at Entry 3.4 At Termination Gain

Math Placement Level at Entry 4.1 At Termination Gain

Percentage of Daily Attendance at Parent School 82 %

Percentage of Daily Attendance at Career Planning Center %

Transfered to School 196

Graduation - Program - Credits

	Credits at Entry	Project Interchange Spring	Fall	
Language Arts - 5 Cr.				
10a	D			
10b	D			
11a	D			
11b		B		
12				
Social Studies 4 Cr.				
U.S. History 11a				
orld U.S. Histroy 11b	D			
Cont. Prob. 12a				
Cont. Prob. 12b				
Wn. State History				
Mathematics - 2 Cr.				
Math I		A		
Math II				
Science - 2 Cr.				
Science I				
Science II				
Health Ed. - 1 Cr.		A		
Physical Ed. 1½ Cr.	C(½) cr	B(½cr)		
	C(½)cr			
	C(½)cr			
Electives				
Reading 4 5 6				
Stage	B			
Stage	C			
Ceramics	C			
Wood Shop	D			
Gas Engines	D			
Work Experience		A(1cr)		
World of Work		A		
Total Credits Earned	10½	5½		

PROJECT INTERCHANGE

DATE ______ YEAR IN SCHOOL ______

NAME 20 (Last) (First) (Middle)

ADDRESS Seattle ZIP CODE ______

SCHOOL ATTENDING OR LAST ATTENDED ______

TELEPHONE ______ SOCIAL SECURITY NUMBER 536-42-4506

BIRTHDATE 7 (Month) 6 (Day) 49 (Year) AGE 19 Male x Female ______

DATE OF ENTRY TO PROJECT INTERCHANGE 10/25-67 TERMINATION DATE 6/2/68

FAMILY INCOME 500 / (Monthly or Yearly) TOTAL MEMBERS OF FAMILY 3

PARENT'S OR GUARDIAN'S NAME ______

Name of test	Date Taken	Word Know	Rdng.	Arith. Comp.	Ar. Pr. Solv. & Concepts	Composite
MAT	11/9/67	10.1	10.8	7.4	7.7	AM
	5/23/68	11.5	11.4	9.3	9.5	

RJS1 Score 26⅓

Reading Placement Level at Entry 9 At Termination CBRP Gain 1

Math Placement Level at Entry 6 At Termination CBRP Gain 7

Percentage of Daily Attendance at Parent School 83 %

Percentage of Daily Attendance at Career Planning Center 62 %

Transfered to Graduated School P.I. 1968

Graduation - Program - Credits	Credits at Entry	Project Interchange		
Language Arts - 5 Cr.				
10a	E			
10b				B
11a	D			
11b				A
12				A
Social Studies 4 Cr.				
U.S. History 11a	D			
U.S. Histroy 11b	D			
Cont. Prob. 12a				
Cont. Prob. 12b				
Wn. State History	C			
Mathematics - 2 Cr.				
Math I Gen.			A	A
Math II				
Science - 2 Cr.				
Science I				
Science II				
Health Ed. - 1 Cr.				
Physical Ed. 1½ Cr.	D ½		A ½	B ½
	C ½			
Electives				
Biology	E			
Bus. Prin.	C			
Art	D			
Sch. Serv. T.A.	B ½			
Work Experience	A		A	A
World of Work				B
Total Credits Earned				

PROJECT INTERCHANGE

DATE 9-4-68 YEAR IN SCHOOL 10

NAME 21
Last First Middle

ADDRESS Seattle ZIP CODE

SCHOOL ATTENDING OR LAST ATTENDED Marcus Whitman

TELEPHONE SOCIAL SECURITY NUMBER 534-56-3883

BIRTHDATE 9 6 51 AGE 17 Male x
Month Day Year Female

DATE OF ENTRY TO PROJECT INTERCHANGE 11/20/67 TERMINATION DATE

FAMILY INCOME 540 / TOTAL MEMBERS OF FAMILY 6
Monthly or Yearly

PARENT'S OR GUARDIAN'S NAME

Name of test	Date Taken	Word Know	Rdng.	Arith. Comp.	Ar. Pr. Solv. & Concepts	Composite
MAT	12/4/67	6.0	7.1	5.4	5.1	
MAT	6/3/68	7.1	7.5	6.0	6.1	

RJS1 Score 20

Reading Placement Level at Entry 3 At Termination Gain

Math Placement Level at Entry 3 At Termination Gain

Percentage of Daily Attendance at Parent School 79 %

Percentage of Daily Attendance at Career Planning Center %

Transfered to School 196

Graduation - Program - Credits

	Credits at Entry	Project Interchange Spring 68	Project Interchange Fall 68
Language Arts - 5 Cr.			
10a		C	
10b			
11a			
11b			
12			
Social Studies 4 Cr.			
U.S. History 11a			
U.S. Histroy 11b			
Cont. Prob. 12a			
Cont. Prob. 12b			
Wn. State History			
Mathematics - 2 Cr.			
Math I		C	
Math II			
Science - 2 Cr.			
Science I			
Science II			
Health Ed. - 1 Cr.		C (1cr)	
Physical Ed. 1½ Cr.		C ½ cr	
Electives			
Reading (456)			
Work Experience		A(1cr)	
World of Work		A	
Total Credits Earned		5½	

PROJECT INTERCHANGE

DATE 9-18-68 YEAR IN SCHOOL 10

NAME 22
Last First Middle

ADDRESS Seattle ZIP CODE

SCHOOL ATTENDING OR LAST ATTENDED Project Interchange/ West Seattle

TELEPHONE SOCIAL SECURITY NUMBER 535-54-6946

BIRTHDATE 10 5 51 AGE 16 Male x Female
Month Day Year

DATE OF ENTRY TO PROJECT INTERCHANGE TERMINATION DATE

FAMILY INCOME 500/ TOTAL MEMBERS OF FAMILY 7
Monthly or Yearly

PARENT'S OR GUARDIAN'S NAME

Name of test	Date Taken	Word Know	Rdng.	Arith. Comp.	Ar. Pr. Solv. & Concepts	Composite

RJS1 Score 21

Reading Placement Level at Entry 7 At Termination Gain

Math Placement Level at Entry 3 At Termination 35 Gain

Percentage of Daily Attendance at Parent School %

Percentage of Daily Attendance at Career Planning Center %

Transfered to School 196

Graduation - Program - Credits

	Credits at Entry	Project Interchange Fall 67	Project Interchange Fall 68	
Language Arts - 5 Cr.				
10a		C		
10b				
11a				
11b				
12				
Social Studies 4 Cr.				
U.S. History 11a				
U.S. Histroy 11b				
Cont. Prob. 12a				
Cont. Prob. 12b				
Wn. State History				
Mathematics - 2 Cr.				
Math I			4	
Math II				
Science - 2 Cr.				
Science I				
Science II				
Health Ed. - 1 Cr.				
Physical Ed. 1½ Cr.				
Electives				
Reading (789)				
Work Experience		B		
World of Work		C		
Total Credits Earned	0	3		

PROJECT INTERCHANGE

DATE 10-2 YEAR IN SCHOOL soph.

NAME 23
Last First Middle

ADDRESS Seattle ZIP CODE

SCHOOL ATTENDING OR LAST ATTENDED Ballard H. S.

TELEPHONE SOCIAL SECURITY NUMBER 534-52-1223

BIRTHDATE 1 Month 3 Day 50 Year AGE 18 Male x Female

DATE OF ENTRY TO PROJECT INTERCHANGE 9/18/67 TERMINATION DATE 6/2/68

FAMILY INCOME 520 / Monthly or Yearly TOTAL MEMBERS OF FAMILY

PARENT'S OR GUARDIAN'S NAME

Name of test	Date Taken	Word Know	Rdng.	Arith. Comp.	Ar. Pr. Solv. & Concepts	Composite
	10/2/67	5.3	4.9	6.0	7.0	

RJS1 Score 13

Reading Placement Level at Entry 4 At Termination 5 Gain 1

Math Placement Level at Entry 3 At Termination 5 Gain 2

Percentage of Daily Attendance at Parent School 52 %

Percentage of Daily Attendance at Career Planning Center 63 %

Transfered to Seattle Schools School Ballard 1968

Graduation - Program - Credits

	Credits at Entry	Project Interchange
Language Arts - 5 Cr.		
10a		
10b		
11a		
11b		
12		
Social Studies 4 Cr.		
U.S. History 11a		
U.S. Histroy 11b		
Cont. Prob. 12a		
Cont. Prob. 12b		
Wn. State History		
Mathematics - 2 Cr.		
Math I		
Math II		
Science - 2 Cr.		
Science I		
Science II		
Health Ed. - 1 Cr.		
Physical Ed. 1½ Cr.		
Electives		
Work Experience		
World of Work		
Total Credits Earned		

PROJECT INTERCHANGE

DATE 10-19-68 YEAR IN SCHOOL 11

NAME 24
Last First Middle

ADDRESS Seattle ZIP CODE

SCHOOL ATTENDING OR LAST ATTENDED Project Interchange / Lincoln

TELEPHONE SOCIAL SECURITY NUMBER 537-54--3512

BIRTHDATE July 18 51 AGE 17 Male x Female
Month Day Year

DATE OF ENTRY TO PROJECT INTERCHANGE 9/18/67 TERMINATION DATE

FAMILY INCOME 182 / TOTAL MEMBERS OF FAMILY 2
Monthly or Yearly

PARENT'S OR GUARDIAN'S NAME

Name of test	Date Taken	Word Know	Rdng.	Arith. Comp.	Ar. Pr. Solv. & Concepts	Composite
~~MAT~~	AM 10/2/67	5.1	4.8	5.8	5.6	

RJS1 Score 11

Reading Placement Level at Entry 3 At Termination Gain

Math Placement Level at Entry 5 At Termination CBMP Gain 8

Percentage of Daily Attendance at Parent School Briscoe - 100 %

Percentage of Daily Attendance at Career Planning Center %

Transfered to School 196

Graduation - Program - Credits

	Credits at Entry	Project Interchange Fall 67	Spring 68	Fall 68
Language Arts - 5 Cr.				
10a		A		
10b			A	
11a				
11b				
12				
Social Studies 4 Cr.				
U.S. History 11a				
U.S. Histroy 11b				
Cont. Prob. 12a				
Cont. Prob. 12b				
Wn. State History				
Mathematics - 2 Cr.				
Math I		A	B	
Math II				
Science - 2 Cr.				
Science I				
Science II				
Health Ed. - 1 Cr.			C	
Physical Ed. 1½ Cr.		B ½	B ½	
Electives				
Art			C	
Reading (678)				
Work Experience		B	A(½)	
World of Work		C	A	
Total Credits Earned	0	4 ½	6	

PROJECT INTERCHANGE

DATE 10/3/68 YEAR IN SCHOOL Frosh.

NAME 25

Last First Middle

ADDRESS Seattle ZIP CODE

SCHOOL ATTENDING OR LAST ATTENDED Lincoln High

TELEPHONE SOCIAL SECURITY NUMBER 510-53-5125

BIRTHDATE 5/11/51 AGE 17 Male x Female

Month Day Year

DATE OF ENTRY TO PROJECT INTERCHANGE 12/18/67 TERMINATION DATE 6/2/68

FAMILY INCOME 450 / TOTAL MEMBERS OF FAMILY 2

Monthly or Yearly

PARENT'S OR GUARDIAN'S NAME

Name of test	Date Taken	Word Know	Rdng.	Arith. Comp.	Ar. Pr. Solv. & Concepts	Composite
	1/2/68	9.7	6.3	6.4	6.3	---
	5/27/68	10.5	10.3	7.4	6.4	---

RJS1 Score 11½

Reading Placement Level at Entry 9 At Termination CBRP Gain 1

Math Placement Level at Entry 3 At Termination CBRP Gain 10

Percentage of Daily Attendance at Parent School 75 %

Percentage of Daily Attendance at Career Planning Center 87 %

Transfered to Seattle Schools School Lincoln 1968

Graduation - Program - Credits

	Credits at Entry	Project Interchange		
Language Arts - 5 Cr.				
10a	D			
10b				C
11a				
11b				
12				
Social Studies 4 Cr.				
U.S. History 11a				B
U.S. Histroy 11b				
Cont. Prob. 12a				
Cont. Prob. 12b				
Wn. State History				
Mathematics - 2 Cr.				
Math I Gen.		C		A
Math II				
Science - 2 Cr.				
Science I				
Science II				
Health Ed. - 1 Cr.				A 1·cred.
Physical Ed. 1½ Cr.	C½			B ½
Electives				
Algebra	D			
Biology	E			
Gas Engines	D			
Work Experience			A ½	A 1
World of Work				A
Total Credits Earned				

PROJECT INTERCHANGE

DATE ________ YEAR IN SCHOOL ________

NAME 26
Last First Middle

ADDRESS Seattle ZIP CODE ________

SCHOOL ATTENDING OR LAST ATTENDED Cleveland High School

TELEPHONE ________ SOCIAL SECURITY NUMBER ________

BIRTHDATE 4 (Month) 23 (Day) 50 (Year) AGE 19 Male x Female ________

DATE OF ENTRY TO PROJECT INTERCHANGE 10/3/67 TERMINATION DATE 6/2/68

FAMILY INCOME 495 / (Monthly or Yearly) TOTAL MEMBERS OF FAMILY 3

PARENT'S OR GUARDIAN'S NAME ________

Name of test	Date Taken	Word Know	Rdng.	Arith. Comp.	Ar. Pr. Solv. & Concepts	Composite
MAT	10/17/67	6.1	5.3	7.5	7.5	

RJS1 Score 26 ¼

Reading Placement Level at Entry 4 At Termination CBRP Gain 5

Math Placement Level at Entry 6 At Termination CBRP Gain 7

Percentage of Daily Attendance at Parent School 82 %

Percentage of Daily Attendance at Career Planning Center 66 %

Transfered to Graduated School Project Interchange 106 8

Graduation - Program - Credits

	Credits at Entry	Project Interchange		
Language Arts - 5 Cr.				
10a	D			
10b	D			
11a				B
11b				A
12				A
Social Studies 4 Cr.				
U.S. History 11a	D			
U.S. Histroy 11b	D			
Cont. Prob. 12a				
Cont. Prob. 12b				
Wn. State History				B
Mathematics - 2 Cr.				
Math I = GEN.	D			C
Math II				
Science - 2 Cr.				
Science I				
Science II				
Health Ed. - 1 Cr.				
Physical Ed. 1½ Cr.	B½	D ½	C ½	D ½
Electives				
Phys. Science	D			
Photograph	D			
Des. Lab		B	D	B
Tech. drawn.			A	D
Work Experience				
World of Work				
Total Credits Earned				

PROJECT INTERCHANGE

DATE ______ YEAR IN SCHOOL Freshman

NAME 27 (Last) ______ (First) ______ (Middle)

ADDRESS Seattle ZIP CODE ______

SCHOOL ATTENDING OR LAST ATTENDED West Seattle

TELEPHONE ______ SOCIAL SECURITY NUMBER 534-52-6115

BIRTHDATE 10 (Month) 6 (Day) 49 (Year) AGE 19 Male x Female ______

DATE OF ENTRY TO PROJECT INTERCHANGE 11/6/67 TERMINATION DATE 6/2/68

FAMILY INCOME 350 / Monthly or Yearly TOTAL MEMBERS OF FAMILY 6

PARENT'S OR GUARDIAN'S NAME ______

Name of test	Date Taken	Word Know	Rdng.	Arith. Comp.	Ar. Pr. Solv. & Concepts	Composite
~~MAT~~	11/20/67	4.6	5.3	6.8	6.0	

RJS1 Score 12½

Reading Placement Level at Entry 3 At Termination 5 Gain 2

Math Placement Level at Entry 3 At Termination CBMP Gain 16

Percentage of Daily Attendance at Parent School 72 %

Percentage of Daily Attendance at Career Planning Center 74 %

Transfered to Seattle Schools School West Seattle 1968

Graduation - Program - Credits

	Credits at Entry	Project Interchange		
Language Arts - 5 Cr.				
10a	E			
10b	D			
11a				C
11b				C
12				
Social Studies 4 Cr.				
U.S. History 11a				C
U.S. Histroy 11b				
Cont. Prob. 12a				
Cont. Prob. 12b				
Wn. State History				
Mathematics - 2 Cr.				
Math I			C	A
Math II				
Science - 2 Cr.				
Science I				
Science II				
Health Ed. - 1 Cr.				
Physical Ed. 1½ Cr.	C½	B½	B½	A 1
Electives				
Work Experience			C 1	B 1
World of Work			C	B
Total Credits Earned				

PROJECT INTERCHANGE

DATE 10/3/68 YEAR IN SCHOOL Soph.

NAME 28
Last First Middle

ADDRESS Seattle ZIP CODE

SCHOOL ATTENDING OR LAST ATTENDED West Seattle

TELEPHONE SOCIAL SECURITY NUMBER 536-52-5160

BIRTHDATE 10 6 49 AGE 19 Male x
Month Day Year Female

DATE OF ENTRY TO PROJECT INTERCHANGE 11/6/67 TERMINATION DATE 6/2/68

FAMILY INCOME 350 / TOTAL MEMBERS OF FAMILY 6
Monthly or Yearly

PARENT'S OR GUARDIAN'S NAME

Name of test	Date Taken	Word Know	Rdng.	Arith. Comp.	Ar. Pr. Solv. & Concepts	Composite
MAT	11/20/67	5.5	6.3	6.4	6.7	
	5/23/68	6.0	8.0	7.0	6.0	

RJS1 Score 14

Reading Placement Level at Entry 3 At Termination 5 Gain 2

Math Placement Level at Entry 3 At Termination 6 Gain 3

Percentage of Daily Attendance at Parent School 72 %

Percentage of Daily Attendance at Career Planning Center 73 %

Transfered to Seattle Schools School West Seattle H.S. 1968

Graduation - Program - Credits

	Credits at Entry	Project Interchange		
Language Arts - 5 Cr.				
10a	W			C
10b	E			B
11a				
11b				
12				
Social Studies 4 Cr.				
U.S. History 11a				
U.S. Histroy 11b				
Cont. Prob. 12a				
Cont. Prob. 12b				
Wn. State History	D			
Mathematics - 2 Cr.				
Math I - Gen.			C	C
Math II				
Science - 2 Cr.				
Science I				
Science II				
Health Ed. - 1 Cr.				B 1
Physical Ed. 1½ Cr.	C ½		B ½	B ½
Electives				
Read. Imp.	C 1			
Bus. Prin.	D		C	B
Tech. Drawn.	W			
Work Experience				B 1
World of Work				
Total Credits Earned				

PROJECT INTERCHANGE

DATE 10-3-68 YEAR IN SCHOOL junior

NAME 29
Last First Middle

ADDRESS Seattle ZIP CODE

SCHOOL ATTENDING OR LAST ATTENDED Sealth H.S.

TELEPHONE SOCIAL SECURITY NUMBER 539-52-6746

BIRTHDATE 5 16 50 AGE 18 Male x Female
Month Day Year

DATE OF ENTRY TO PROJECT INTERCHANGE 1/8/68 TERMINATION DATE 6/2/68

FAMILY INCOME 480.00/ TOTAL MEMBERS OF FAMILY 3
Monthly or Yearly

PARENT'S OR GUARDIAN'S NAME

Name of test	Date Taken	Word Know	Rdng.	Arith. Comp.	Ar. Pr. Solv. & Concepts	Composite
MAT	1/22/68	8.3	8.4	6.7	7.3	
	5/27/68	a.7	8.5	6.7	6.5	

RJS1 Score 25½

Reading Placement Level at Entry 5 At Termination CBRP Gain 4

Math Placement Level at Entry 4 At Termination 5 Gain 1

Percentage of Daily Attendance at Parent School 54 %

Percentage of Daily Attendance at Career Planning Center 86 %

Transfered to Seattle Schools School Chief Sealth 1968

Graduation - Program - Credits

	Credits at Entry	Project Interchange		
Language Arts - 5 Cr.				
10a	D			
10b	D			
11a	D			
11b	D			
12				D
Social Studies 4 Cr.				
U.S. History 11a	C			
U.S. Histroy 11b	C			
Cont. Prob. 12a				A
Cont. Prob. 12b				A
Wn. State History	D			
Mathematics - 2 Cr.				
Math I	D			
Math II	C			
Science - 2 Cr.				
Science I	D			
Science II				
Health Ed. - 1 Cr.				A 1
Physical Ed. 1½ Cr.	A ½	A ½		D ½
Electives				
Des. Lab	B			
Tech. Draw.	D			
Welding				C
Wood Shop	B		C	D
Engines	C			
Work Experience				
World of Work				
Total Credits Earned				

PROJECT INTERCHANGE

DATE 10/3/68 YEAR IN SCHOOL Frosh.

NAME 30
Last First Middle

ADDRESS Seattle ZIP CODE

SCHOOL ATTENDING OR LAST ATTENDED Meany Jr. Hi

TELEPHONE SOCIAL SECURITY NUMBER

BIRTHDATE 11 3 51 AGE 17 Male x Female
Month Day Year

DATE OF ENTRY TO PROJECT INTERCHANGE 2/12/68 TERMINATION DATE 6/2/68

FAMILY INCOME 400.00 / TOTAL MEMBERS OF FAMILY 16
Monthly or Yearly

PARENT'S OR GUARDIAN'S NAME

Name of test	Date Taken	Word Know	Rdng.	Arith. Comp.	Ar. Pr. Solv. & Concepts	Composite
~~MAT~~	10/67	1.9	4.0	4.7	4.6	

RJS1 Score

Reading Placement Level at Entry 4 At Termination 4 Gain 0

Math Placement Level at Entry 3 At Termination 5 Gain 2

Percentage of Daily Attendance at Parent School 72 %

Percentage of Daily Attendance at Career Planning Center 83 %

Transfered to Seattle Schools School Meany 1968

Graduation - Program - Credits	Credits at Entry			Project Interchange
Language Arts - 5 Cr.				
10a				
10b				
11a				
11b				
12				
Social Studies 4 Cr.				
U.S. History 11a				
U.S. Histroy 11b				
Cont. Prob. 12a				
Cont. Prob. 12b				
Wn. State History				
Mathematics - 2 Cr.				C 1
Math I - Gen.				
Math II				
Science - 2 Cr.				
Science I				
Science II				
Health Ed. - 1 Cr.				C 1
Physical Ed. 1½ Cr.				B ½
Electives				
Work Experience				
World of Work				
Total Credits Earned	0			2½

PROJECT INTERCHANGE

DATE 10/3/68 YEAR IN SCHOOL Frosh.

NAME 31

Last First Middle

ADDRESS Seattle ZIP CODE

SCHOOL ATTENDING OR LAST ATTENDED Franklin

TELEPHONE SOCIAL SECURITY NUMBER

BIRTHDATE 12 (Month) 18 (Day) 52 (Year) AGE 16 Male x Female

DATE OF ENTRY TO PROJECT INTERCHANGE 12/18/67 TERMINATION DATE 6/2/68

FAMILY INCOME 317 / (Monthly or Yearly) TOTAL MEMBERS OF FAMILY

PARENT'S OR GUARDIAN'S NAME

Name of test	Date Taken	Word Know	Rdng.	Arith. Comp.	Ar. Pr. Solv. & Concepts	Composite
MAT	1/2/68	4.0	5.9	6.4	6.0	

RJS1 Score 12½

Reading Placement Level at Entry 6 At Termination 7.5 Gain 1.5

Math Placement Level at Entry 5 At Termination 10 Gain 5

Percentage of Daily Attendance at Parent School 81 %

Percentage of Daily Attendance at Career Planning Center 55 %

Transfered to Seattle Schools School Franklin 1968

Graduation - Program - Credits

	Credits at Entry			Project Interchange
Language Arts - 5 Cr.				
10a	D			
10b	D			
11a				B
11b				
12				
Social Studies 4 Cr.				
U.S. History 11a				B
U.S. Histroy 11b	D			
Cont. Prob. 12a				
Cont. Prob. 12b				
Wn. State History				
Mathematics - 2 Cr.				
Math I - Gen	D			B
Math II				
Science - 2 Cr.				
Science I				
Science II				
Health Ed. - 1 Cr.				
Physical Ed. 1½ Cr.				
	C½			C½
	B½			
Electives				
Int. des.	D			
Work Experience				
World of Work				B
Total Credits Earned				

PROJECT INTERCHANGE

DATE 10/3/68 YEAR IN SCHOOL 8

NAME 32
Last First Middle

ADDRESS Seattle ZIP CODE

SCHOOL ATTENDING OR LAST ATTENDED Thomson Jr. High

TELEPHONE SOCIAL SECURITY NUMBER 531-56-0785

BIRTHDATE 7 Month 7 Day 52 Year AGE 16 Male x Female

DATE OF ENTRY TO PROJECT INTERCHANGE 3/27/68 TERMINATION DATE 6/2/68

FAMILY INCOME 400 / Monthly or Yearly TOTAL MEMBERS OF FAMILY 8

PARENT'S OR GUARDIAN'S NAME

Name of test	Date Taken	Word Know	Rdng.	Arith. Comp.	Ar. Pr. Solv. & Concepts	Composite
MAT	9/67	1.0	2.0	2.0	2.0	

RJS1 Score

Reading Placement Level at Entry At Termination Gain

Math Placement Level at Entry At Termination Gain

Percentage of Daily Attendance at Parent School %

Percentage of Daily Attendance at Career Planning Center %

Transfered to Seattle Schools School Thomson Jr. High 1968

Graduation - Program - Credits

	Credits at Entry	Project Interchange
Language Arts - 5 Cr.		
10a		
10b		
11a		
11b		
12		
Social Studies 4 Cr.		
U.S. History 11a		
U.S. Histroy 11b		
Cont. Prob. 12a		
Cont. Prob. 12b		
Wn. State History		
Mathematics - 2 Cr.		
Math I		
Math II		
Science - 2 Cr.		
Science I		
Science II		
Health Ed. - 1 Cr.		C 1
Physical Ed. 1½ Cr.		C ½
Electives		
Work Experience		
World of Work		
Total Credits Earned		1 ½

PROJECT INTERCHANGE

DATE ______ YEAR IN SCHOOL soph

NAME 33
Last First Middle

ADDRESS Seattle ZIP CODE

SCHOOL ATTENDING OR LAST ATTENDED Garfield

TELEPHONE ______ SOCIAL SECURITY NUMBER 538-54-4654

BIRTHDATE 4 16 50 AGE 18 Male x
Month Day Year Female

DATE OF ENTRY TO PROJECT INTERCHANGE 12/11/67 TERMINATION DATE 6/2/68

FAMILY INCOME 450 / TOTAL MEMBERS OF FAMILY 7
Monthly or Yearly

PARENT'S OR GUARDIAN'S NAME

Name of test	Date Taken	Word Know	Rdng.	Arith. Comp.	Ar. Pr. Solv. & Concepts	Composite
MAT	1/2/68	6.7	6.6	6.4	6.3	

RJSl Score 11½

Reading Placement Level at Entry 6 At Termination 7.5 Gain 1.5

Math Placement Level at Entry 4 At Termination 5 Gain 1

Percentage of Daily Attendance at Parent School 33 %

Percentage of Daily Attendance at Career Planning Center 50 %

Transfered to Seattle Schools School Garfield 196 8

Graduation - Program - Credits

	Credits at Entry	Project Interchange		
Language Arts - 5 Cr.				
10a	C			
10b	D			
11a				D
11b				A
12				
Social Studies 4 Cr.				
U.S. History 11a				
U.S. Histroy 11b				
Cont. Prob. 12a				
Cont. Prob. 12b				
Wn. State History				
Mathematics - 2 Cr.				
Math I - GEN				C
Math II				
Science - 2 Cr.				
Science I				
Science II				
Health Ed. - ½ Cr.				
Physical Ed. 1½ Cr.				
	D½	D½		C½
Electives				
Wrd. Hist	D			
Metal Shop	D			
Word Shop	C			
Work Experience				
World of Work				C
Total Credits Earned				

PROJECT INTERCHANGE

DATE ____________ YEAR IN SCHOOL 11

NAME 34
Last First Middle

ADDRESS Seattle ZIP CODE

SCHOOL ATTENDING OR LAST ATTENDED Lincoln

TELEPHONE ____________ SOCIAL SECURITY NUMBER 534-56-0203

Male x
Female

BIRTHDATE 9 (Month) 10 (Day) 51 (Year) AGE 16

DATE OF ENTRY TO PROJECT INTERCHANGE 10-1-67 TERMINATION DATE

FAMILY INCOME 260 / Monthly or Yearly TOTAL MEMBERS OF FAMILY 11

PARENT'S OR GUARDIAN'S NAME

Name of test	Date Taken	Word Know	Rdng.	Arith. Comp.	Ar. Pr. Solv. & Concepts	Composite
MAT	10-11-67	6.5	6.3	8.8	9.8	

RJS1 Score 22

Reading Placement Level at Entry 6 At Termination ______ Gain ______

Math Placement Level at Entry 6 At Termination ______ Gain ______

Percentage of Daily Attendance at Parent School 48 %

Percentage of Daily Attendance at Career Planning Center 85 %

Transfered to ____________ School ____________ 196____

Graduation - Program - Credits

	Credits at Entry	Project Interchange Fall 67	Spring
Language Arts - 5 Cr.			
10a		B	
10b			C
11a			
11b			
12			
Social Studies 4 Cr.			
U.S. History 11a			B
U.S. Histroy 11b			B
Cont. Prob. 12a			
Cont. Prob. 12b			
Wn. State History		A	
Mathematics - 2 Cr.			
Math I		B	
Math II			A
Science - 2 Cr.			
Science I			
Science II			
Health Ed. - 1 Cr.			B
Physical Ed. 1½ Cr.		C ½	B ½
Electives			
Work Experience		C½	A
World of Work		B	B
Total Credits Earned		4	7½

PROJECT INTERCHANGE

DATE ______ YEAR IN SCHOOL ______

NAME 35
Last First Middle

ADDRESS Seattle ZIP CODE ______

SCHOOL ATTENDING OR LAST ATTENDED Ballard H.S.

TELEPHONE ______ SOCIAL SECURITY NUMBER 533-50-9824

BIRTHDATE 6 8 50 AGE 18 Male x Female ______
Month Day Year

DATE OF ENTRY TO PROJECT INTERCHANGE 9-18-67 TERMINATION DATE 6-2-68

FAMILY INCOME 500 / ______ TOTAL MEMBERS OF FAMILY 3
Monthly or Yearly

PARENT'S OR GUARDIAN'S NAME ______

Name of test	Date Taken	Word Know	Rdng.	Aritn. Comp.	Ar. Pr. Solv. & Concepts	Composite
MAT	10/2/67	5.6	6.0	5.6	7.3	
	5/23/68	5.9	6.5	6.5	8.1	

RJS1 Score 15

Reading Placement Level at Entry 9 At Termination CBRP Gain 1

Math Placement Level at Entry 5 At Termination CBRP Gain 8

Percentage of Daily Attendance at Parent School 88 %

Percentage of Daily Attendance at Career Planning Center 94 %

Transfered to Seattle Schools School Ballard 1968

Graduation - Program - Credits

	Credits at Entry	Project Interchange		
Language Arts - 5 Cr.				
10a	D			
10b	W			B
11a				
11b				
12				
Social Studies 4 Cr.				
U.S. History 11a				A
U.S. Histroy 11b				
Cont. Prob. 12a				
Cont. Prob. 12b				
Wn. State History				D
Mathematics - 2 Cr.				
Math I - Gen			B	A
Math II				
Science - 2 Cr.				
Science I				
Science II				
Health Ed. - 1 Cr.				
Physical Ed. 1½ Cr.			C ½	C ½
Electives				
Drama	D			
World Hist.	D			
Stage	C			
Work Experience			A 1	A 1
World of Work			B	A
Total Credits Earned				

PROJECT INTERCHANGE

DATE 9 - 4 - 68 YEAR IN SCHOOL Senior

NAME 36
Last First Middle

ADDRESS Seattle ZIP CODE

SCHOOL ATTENDING OR LAST ATTENDED

TELEPHONE SOCIAL SECURITY NUMBER 539 -52 - 6517

BIRTHDATE August 15 49 AGE 19
Month Day Year

Male x
Female

DATE OF ENTRY TO PROJECT INTERCHANGE 4/30/68 TERMINATION DATE

FAMILY INCOME 213.45 / TOTAL MEMBERS OF FAMILY 4
Monthly or Yearly

PARENT'S OR GUARDIAN'S NAME

Name of test	Date Taken	Word Know	Rdng.	Arith. Comp.	Ar. Pr. Solv. & Concepts	Composite
		1	2	3	3	

RJS1 Score 21

Reading Placement Level at Entry 4 At Termination Gain

Math Placement Level at Entry 6 At Termination Gain

Percentage of Daily Attendance at Parent School 98 %

Percentage of Daily Attendance at Career Planning Center %

Transfered to School 196

Graduation - Program - Credits

	Credits at Entry	Project Interchange Spring 68	Fall 68	
Language Arts - 5 Cr.				
10a	C			
10b		C		
11a				
11b				
12				
Social Studies 4 Cr.				
U.S. History 11a				
U.S. Histroy 11b				
Cont. Prob. 12a				
Cont. Prob. 12b				
Wn. State History	C			
Mathematics - 2 Cr.				
Math I Gen 10b		C		
Math II				
Science - 2 Cr.				
Science I				
Science II				
Health Ed. - 1 Cr.		C		
Physical Ed. 1½ Cr.	C (½)			
Electives				
World History	C			
Typing	C			
Bus. Proc.	C			
Reading (456)				
Math 5				
Work Experience				
World of Work				
Total Credits Earned	5½	3		

PROJECT INTERCHANGE

DATE 9-4-68 YEAR IN SCHOOL Senior

NAME 37 (Last) (First) (Middle)

ADDRESS Seattle ZIP CODE

SCHOOL ATTENDING OR LAST ATTENDED Garfield

TELEPHONE SOCIAL SECURITY NUMBER 538-54-0592

BIRTHDATE August (Month) 2 (Day) 51 (Year) AGE 17 Male Female

DATE OF ENTRY TO PROJECT INTERCHANGE 1-8-68 TERMINATION DATE

FAMILY INCOME 569 / (Monthly or Yearly) TOTAL MEMBERS OF FAMILY 10

PARENT'S OR GUARDIAN'S NAME

Name of test	Date Taken	Word Know	Rdng.	Arith. Comp.	Ar. Pr. Solv. & Concepts	Composite
MAT	1/22/68	4.6	4.0	6.0	5.7	
	5/27/68	5.3	5.3	7.3	6.7	

RJS1 Score 13

Reading Placement Level at Entry 4.6 At Termination Gain

Math Placement Level at Entry 5.7 At Termination Gain

Percentage of Daily Attendance at Parent School 71 %

Percentage of Daily Attendance at Career Planning Center %

Transfered to School 196

Graduation - Program - Credits

	Credits at Entry	Project Interchange Spring 68	Project Interchange Fall 68
Language Arts - 5 Cr.			
10a		B	
10b			
11a			
11b			
12			
Social Studies 4 Cr.			
U.S. History 11a			
U.S. Histroy 11b			
Cont. Prob. 12a			
Cont. Prob. 12b			
Wn. State History			
Mathematics - 2 Cr.			
Math I Gen Math		A	
Math II Adv Math			
Science - 2 Cr.			
Science I			
Science II			
Health Ed. - 1 Cr.		A (1cr)	
Physical Ed. 1½ Cr.		B (½)	
Electives			
Reading (456)			
Work Experience		A (1cr)	
World of Work		B	
Total Credits Earned		5½	

PROJECT INTERCHANGE

DATE ______________________ YEAR IN SCHOOL ______________________

NAME 38 (Last) ______ (First) ______ (Middle) ______

ADDRESS SEATTLE ZIP CODE ______

SCHOOL ATTENDING OR LAST ATTENDED West Seattle H.S.

TELEPHONE ______ SOCIAL SECURITY NUMBER ______

BIRTHDATE 8 (Month) 15 (Day) 51 (Year) AGE 18 Male x Female ______

DATE OF ENTRY TO PROJECT INTERCHANGE 12/19/67 TERMINATION DATE 6/2/68

FAMILY INCOME 525 / Monthly or Yearly TOTAL MEMBERS OF FAMILY 4

PARENT'S OR GUARDIAN'S NAME ______

Name of test	Date Taken	Word Know	Rdng.	Arith. Comp.	Ar. Pr. Solv. & Concepts	Composite
MAT	5/23/68	4.0	4.2	4.9	5.4	

RJS1 Score 8

Reading Placement Level at Entry 4 At Termination 6 Gain 2

Math Placement Level at Entry 3 At Termination CBRP Gain 10

Percentage of Daily Attendance at Parent School 8 %

Percentage of Daily Attendance at Career Planning Center 94 %

Transfered to Seattle Schools School West Seattle H.S. 1968

Graduation - Program - Credits	Project Interchange			Credits at Entry
Language Arts - 5 Cr.				
10a	C			
10b	A			
11a				
11b				
12				
Social Studies 4 Cr.				
U.S. History 11a				
U.S. Histroy 11b				
Cont. Prob. 12a				
Cont. Prob. 12b				
Wn. State History				
Mathematics - 2 Cr.				
Math I- GEN	C			
Math II	A			
Science - 2 Cr.				
Science I				
Science II				
Health Ed. - 1 Cr.	A 1			
Physical Ed. 1½ Cr.	B ½	B ½		
Electives				
Work Experience	B 1			
World of Work	C 1			
Total Credits Earned				

PROJECT INTERCHANGE

DATE 9-4-68 YEAR IN SCHOOL junior

NAME 39 (Last) (First) (Middle)

ADDRESS Seattle ZIP CODE

SCHOOL ATTENDING OR LAST ATTENDED Ballard

TELEPHONE SOCIAL SECURITY NUMBER 532-56-8057

BIRTHDATE 11 (Month) 8 (Day) 51 (Year) AGE 17 Male x Female

DATE OF ENTRY TO PROJECT INTERCHANGE 1/8/68 TERMINATION DATE

FAMILY INCOME 560 / (Monthly or Yearly) TOTAL MEMBERS OF FAMILY 6

PARENT'S OR GUARDIAN'S NAME

Name of test	Date Taken	Word Know	Rdng.	Arith. Comp.	Ar. Pr. Solv. & Concepts	Composite
MAT	5/27/68	7.4	7.7	5.2	4.3	

RJS1 Score 22

Reading Placement Level at Entry 7.4 At Termination Gain

Math Placement Level at Entry 5.2 At Termination Gain

Percentage of Daily Attendance at Parent School 54 %

Percentage of Daily Attendance at Career Planning Center %

Transfered to School 196

Graduation - Program - Credits

	Credits at Entry	Project Interchange Spring 68		
Language Arts - 5 Cr.				
10a				
10b				
11a				
11b				
12				
Social Studies 4 Cr.				
U.S. History 11a		A		
U.S. Histroy 11b				
Cont. Prob. 12a				
Cont. Prob. 12b				
Wn. State History	D			
Mathematics - 2 Cr.				
Math I Gen-Math		A		
Math II Adv. "				
Science - 2 Cr.				
Science I				
Science II				
Health Ed. - 1 Cr.		A (1cr)		
Physical Ed. 1½ Cr.		B (1cr)		
Electives				
Work Experience		A (1cr)		
World of Work		A		
Total Credits Earned		5½		

PROJECT INTERCHANGE

DATE ______ YEAR IN SCHOOL ______

NAME 40 (Last) ______ (First) ______ (Middle)

ADDRESS Seattle ZIP CODE ______

SCHOOL ATTENDING OR LAST ATTENDED Lincoln H. S.

TELEPHONE ______ SOCIAL SECURITY NUMBER 535-54-9363

BIRTHDATE 12 (Month) 2 (Day) 50 (Year) AGE 18 Male x Female ______

DATE OF ENTRY TO PROJECT INTERCHANGE 10/5/67 TERMINATION DATE 6/2/68

FAMILY INCOME 388.00 / Monthly or Yearly TOTAL MEMBERS OF FAMILY ______

PARENT'S OR GUARDIAN'S NAME ______

Name of test	Date Taken	Word Know	Rdng.	Arith. Comp.	Ar. Pr. Solv. & Concepts	Composite
MAT	10/9/67	11.5	10.3	10.1	10.6	

RJS1 Score 10½

Reading Placement Level at Entry 8 At Termination 10 Gain 2

Math Placement Level at Entry 6 At Termination CBRP Gain 7

Percentage of Daily Attendance at Parent School 71 %

Percentage of Daily Attendance at Career Planning Center 96 %

Transfered to ______ School ______ 196 ______

Graduation - Program - Credits

	Credits at Entry	Project Interchange		
Language Arts - 5 Cr.				
10a				
10b				
11a				C
11b				
12				
Social Studies 4 Cr.				
U.S. History 11a				
U.S. Histroy 11b				
Cont. Prob. 12a				
Cont. Prob. 12b				
Wn. State History				
Mathematics - 2 Cr.				
Math I - GEN				C
Math II				
Science - 2 Cr.				
Science I				
Science II				
Health Ed. - 1 Cr.				
Physical Ed. 1½ Cr.				E
Electives				
Work Experience				B I
World of Work				C I
Total Credits Earned				4

PROJECT INTERCHANGE

DATE 9-4-68 YEAR IN SCHOOL 10

NAME 41

Last First Middle

ADDRESS Seattle ZIP CODE

SCHOOL ATTENDING OR LAST ATTENDED Project Interchange/ Project Interchange

TELEPHONE SOCIAL SECURITY NUMBER 405-72-6968

BIRTHDATE 4 (Month) 13 (Day) 51 (Year) AGE 17 Male x Female

DATE OF ENTRY TO PROJECT INTERCHANGE 2/27/68 TERMINATION DATE

FAMILY INCOME 400 / Monthly or Yearly TOTAL MEMBERS OF FAMILY 5

PARENT'S OR GUARDIAN'S NAME

Name of test	Date Taken	Word Know	Rdng.	Arith. Comp.	Ar. Pr. Solv. & Concepts	Composite
~~MAT~~	3/7/68	6.3	6.1	3.9	3.7	

RJS1 Score 22

Reading Placement Level at Entry 4.7 At Termination Gain

Math Placement Level at Entry 5.3 At Termination Gain

Percentage of Daily Attendance at Parent School 37 %

Percentage of Daily Attendance at Career Planning Center %

Transfered to School 196

Graduation - Program - Credits

	Credits at Entry	Project Interchange Fall 68		
Language Arts - 5 Cr.				
10a				
10b				
11a				
11b				
12				
Social Studies 4 Cr.				
U.S. History 11a				
U.S. Histroy 11b				
Cont. Prob. 12a				
Cont. Prob. 12b				
Wn. State History				
Mathematics - 2 Cr.				
Math I				
Math II				
Science - 2 Cr.				
Science I				
Science II				
Health Ed. - 1 Cr.				
Physical Ed. 1½ Cr.				
Electives				
Used Proj. Int.				
67-68 to complete				
Jr. High				
Reading (689)				
Work Experience				
World of Work				
Total Credits Earned	0			

PROJECT INTERCHANGE

DATE ______ YEAR IN SCHOOL Sr.

NAME 42

Last First Middle

ADDRESS Seattle ZIP CODE

SCHOOL ATTENDING OR LAST ATTENDED Ballard H. S.

TELEPHONE ______ SOCIAL SECURITY NUMBER ______

BIRTHDATE 10 (Month) 23 (Day) 48 (Year) AGE ______ Male x Female ______

DATE OF ENTRY TO PROJECT INTERCHANGE ______ TERMINATION DATE 6/2/68

FAMILY INCOME 452 / (Monthly or Yearly) TOTAL MEMBERS OF FAMILY 7

PARENT'S OR GUARDIAN'S NAME ______

Name of test	Date Taken	Word Know	Rdng.	Arith. Comp.	Ar. Pr. Solv. & Concepts	Composite
MAT	1/27-68	11.2	11.8	6.4	4.7	
	6-3-68	11.8	10.8	7.7	7.7	

RJS1 Score 17

eading Placement Level at Entry 9 At Termination ______ Gain ______

ath Placement Level at Entry 2 At Termination ______ Gain ______

Percentage of Daily Attendance at Parent School 6 %

ercentage of Daily Attendance at Career Planning Center 49 %

Transfered to for graduation School Ballard 1968

Program - Credits

	Credits at Entry	Project Interchange		
Language Arts - 5 Cr.				
10a		A		
10b	D			
11a			A	
11b	D			
12	D			
Social Studies 4 Cr.				
U.S. History 11a	C			
U.S. Histroy 11b	D			
Cont. Prob. 12a	C			
Cont. Prob. 12b	C			
Wn. State History				
Mathematics - 2 Cr.				
Math I	C			
Math II		D		
Science - 2 Cr.				
Science I	C			
Science II	D	C		
Health Ed. - 1 Cr.	D			
Physical Ed. 1½ Cr.				
	C½	C½		
	C½			
Electives				
For. Lang.	D			
Bus. Law	D			
~~Gas-Engine~~	D			
Gas Engine	C			
	D			
	D			
Work Experience				
World of Work		C		
Total Credits Earned	20½	5		

PROJECT INTERCHANGE

DATE 10-2-68 YEAR IN SCHOOL soph

NAME 43
Last First Middle

ADDRESS Seattle ZIP CODE

SCHOOL ATTENDING OR LAST ATTENDED BALLARD

TELEPHONE SOCIAL SECURITY NUMBER 535-54-6851

BIRTHDATE 3 28 51 AGE 18 Male x
Month Day Year Female

DATE OF ENTRY TO PROJECT INTERCHANGE 9/29/67 TERMINATION DATE 6/2/68

FAMILY INCOME 452 / TOTAL MEMBERS OF FAMILY 7
Monthly or Yearly

PARENT'S OR GUARDIAN'S NAME

Name of test	Date Taken	Word Know	Rdng.	Arith. Comp.	Ar. Pr. Solv. & Concepts	Composite
MAT	10/12/67	10.1	9.2	7.1	7.0	
	5/27/68	9.7	10.0	7.2	9.0	

RJS1 Score 17½

Reading Placement Level at Entry 5 At Termination 8 Gain 3

Math Placement Level at Entry 4 At Termination 7 Gain 3

Percentage of Daily Attendance at Parent School 88 %

Percentage of Daily Attendance at Career Planning Center 83 %

Transfered to Seattle Schools School Ballard 1968

Graduation - Program - Credits	Credits at Entry			Project Interchange
Language Arts - 5 Cr.				
10a	E			A
10b	D			
11a	E			A
11b	D			
12				D
Social Studies 4 Cr.				
U.S. History 11a				D
U.S. Histroy 11b				D
Cont. Prob. 12a	C			
Cont. Prob. 12b	C			
Wn. State History				C
Mathematics - 2 Cr.				
Math I -- Gen				D
Math II				
Science - 2 Cr.				
Science I -- Gen	C			
Science II				
Health Ed. - 1 Cr.				
Physical Ed. 1½ Cr.				C ½
Electives				
Biology				D 1
Bus. Law				D 1
Engines				C 1
Work Experience				
World of Work				C 1
Total Credits Earned				

PROJECT INTERCHANGE

DATE 10-2-68 YEAR IN SCHOOL soph

NAME 44
Last First Middle

ADDRESS Seattle ZIP CODE

SCHOOL ATTENDING OR LAST ATTENDED Franklin

TELEPHONE SOCIAL SECURITY NUMBER 535-52-3353

BIRTHDATE 12 Month 10 Day 50 Year AGE 19 Male Female

DATE OF ENTRY TO PROJECT INTERCHANGE 10=2-67 TERMINATION DATE 6-2-68

FAMILY INCOME 475 / Monthly or Yearly TOTAL MEMBERS OF FAMILY 17

PARENT'S OR GUARDIAN'S NAME

Name of test	Date Taken	Word Know	Rdng.	Arith. Comp.	Ar. Pr. Solv. & Concepts	Composite
MAT	10/16/67	4.4	5.9	5.0	5.4	

RJS1 Score 8

Reading Placement Level at Entry 3 At Termination 4 Gain 1

Math Placement Level at Entry 3 At Termination 4 Gain 1

Percentage of Daily Attendance at Parent School %

Percentage of Daily Attendance at Career Planning Center 63 %

Transfered to Seattle Schools School Franklin 196 8

Graduation - Program - Credits	Credits at Entry			Project Interchange
Language Arts - 5 Cr.				
10a	C			
10b	D			
11a				C
11b				A
12				A
Social Studies 4 Cr.				
U.S. History 11a				B
U.S. Histroy 11b				B
Cont. Prob. 12a				
Cont. Prob. 12b				
Wn. State History	D			
Mathematics - 2 Cr.				
Math 7	D			C
Math 7/ Gen				D
Science - 2 Cr.				
Science I				
Science II				
Health Ed. - 1 Cr.				
Physical Ed. 1½ Cr.				
	C ½			C ½
				B ½
Electives				
Metal Shop	D			
Work Experience				A 1
				B 1
World of Work				A
Total Credits Earned				

PROJECT INTERCHANGE

DATE ____ YEAR IN SCHOOL ____

NAME 45 (Last) ____ (First) ____ (Middle)

ADDRESS Seattle ZIP CODE ____

SCHOOL ATTENDING OR LAST ATTENDED Nathan Hale Sr. High

TELEPHONE ____ SOCIAL SECURITY NUMBER 536-54-1198

BIRTHDATE 2 (Month) 19 (Day) 51 (Year) AGE 17 Male x Female ____

DATE OF ENTRY TO PROJECT INTERCHANGE 2/27/68 TERMINATION DATE 6/2/68

FAMILY INCOME $425 (Monthly) / (or Yearly) TOTAL MEMBERS OF FAMILY 3

PARENT'S OR GUARDIAN'S NAME ____

Name of test	Date Taken	Word Know	Rdng.	Arith. Comp.	Ar. Pr. Solv. & Concepts	Composite
	In class 8 days, (dropped)					

RJS1 Score 4

Reading Placement Level at Entry 5 At Termination 5 Gain 0

Math Placement Level at Entry 11 At Termination 11 Gain 0

Percentage of Daily Attendance at Parent School ____ %

Percentage of Daily Attendance at Career Planning Center ____ %

Transfered to Seattle Schools School Nathan Hale 1968

Graduation - Program - Credits

	Credits at Entry	Project Interchange
Language Arts - 5 Cr.		
10a		
10b		
11a		
11b		
12		
Social Studies 4 Cr.		
U.S. History 11a		
U.S. Histroy 11b		
Cont. Prob. 12a		
Cont. Prob. 12b		
Wn. State History		
Mathematics - 2 Cr.		
Math I		
Math II		
Science - 2 Cr.		
Science I		
Science II		
Health Ed. - 1 Cr.		
Physical Ed. 1½ Cr.		
Electives		
Work Experience		
World of Work		
Total Credits Earned		

PROJECT INTERCHANGE

DATE 9-4-68 YEAR IN SCHOOL Junior

NAME 46
Last First Middle

ADDRESS Seattle ZIP CODE

SCHOOL ATTENDING OR LAST ATTENDED Chief Sealth

TELEPHONE SOCIAL SECURITY NUMBER 538-54-0503

BIRTHDATE July 25 50 AGE 18 Male
Month Day Year Female

DATE OF ENTRY TO PROJECT INTERCHANGE TERMINATION DATE

FAMILY INCOME $350 / TOTAL MEMBERS OF FAMILY 3
Monthly or Yearly

PARENT'S OR GUARDIAN'S NAME

Name of test	Date Taken	Word Know	Rdng.	Arith. Comp.	Ar. Pr. Solv. & Concepts	Composite
MAT						

RJS1 Score 14

Reading Placement Level at Entry 4 At Termination Gain

Math Placement Level at Entry 4 At Termination Gain

Percentage of Daily Attendance at Parent School 66 %

Percentage of Daily Attendance at Career Planning Center %

Transfered to School 196

Graduation - Program - Credits

	Credits at Entry	Project Interchange Fall 67	Project Interchange Spring 68
Language Arts - 5 Cr.			
10a	D		
10b	D		
11a		D	
11b			A
12			A
Social Studies 4 Cr.			
U.S. History 11a			A
U.S. Histroy 11b			A
Cont. Prob. 12a			A
Cont. Prob. 12b			
Wn. State History	D		
Mathematics - 2 Cr.			
Math I Con. Math)			A
Math II Adv. Math)			
Science - 2 Cr.			
Science I			
Science II			
Health Ed. - 1 Cr.			B (1cr)
Physical Ed. 1½ Cr.	Ex		D (½)
Electives			
Ceramics	C		
Ceramics	D		
Tech. Draw	C		
Metal Shop	B		
Metal Shop	B		
Welding (Seattle C.C.)		B (2 cr)	
Work Experience		B (1 cr)	
World of Work			B
Total Credits Earned	7	4	8½

PROJECT INTERCHANGE

DATE ______ YEAR IN SCHOOL Frosh.

NAME 47 (Last) (First) (Middle)

ADDRESS Seattle ZIP CODE ______

SCHOOL ATTENDING OR LAST ATTENDED Garfield H. S.

TELEPHONE ______ SOCIAL SECURITY NUMBER 534-54-9619

BIRTHDATE 9 (Month) 7 (Day) 50 (Year) AGE 18 Male x Female ______

DATE OF ENTRY TO PROJECT INTERCHANGE 2/27/68 TERMINATION DATE 6/2/68

FAMILY INCOME $317 / (Monthly or Yearly) TOTAL MEMBERS OF FAMILY 5

PARENT'S OR GUARDIAN'S NAME ______

Name of test	Date Taken	Word Know	Rdng.	Arith. Comp.	Ar. Pr. Solv. & Concepts	Composite
MAT	3/7/68	2.4	2.5	5.4	5.1	

RJS1 Score 8½

Reading Placement Level at Entry 1 At Termination 2 Gain 1

Math Placement Level at Entry 5 At Termination 6 Gain 1

Percentage of Daily Attendance at Parent School 88 %

Percentage of Daily Attendance at Career Planning Center 77 %

Transfered to Seattle Schools School Garfield 1968

Graduation - Program - Credits

	Credits at Entry			Project Interchange
Language Arts - 5 Cr.				
10a				D 1
10b				D 1
11a				
11b				
12				
Social Studies 4 Cr.				
U.S. History 11a				
U.S. Histroy 11b				
Cont. Prob. 12a				
Cont. Prob. 12b				
Wn. State History				
Mathematics - 2 Cr.				
Math I -- Gen				C
Math II				
Science - 2 Cr.				
Science I				
Science II				
Health Ed. - 1 Cr.				B
Physical Ed. 1½ Cr.	C ½			B ½
				B ½
Electives				
Bus. Proc.	D			
Work Experience				A
World of Work				B
Total Credits Earned				

PROJECT INTERCHANGE

DATE 9-4-68 YEAR IN SCHOOL Senior

NAME 48
Last First Middle

ADDRESS Seattle ZIP CODE

SCHOOL ATTENDING OR LAST ATTENDED Garfield High School

TELEPHONE SOCIAL SECURITY NUMBER 537-54-5475

BIRTHDATE 4 23 51 AGE 17 Male x Female
Month Day Year

DATE OF ENTRY TO PROJECT INTERCHANGE 1/15/68 TERMINATION DATE

FAMILY INCOME $728.50/ TOTAL MEMBERS OF FAMILY 5
Monthly or Yearly

PARENT'S OR GUARDIAN'S NAME

Name of test	Date Taken	Word Know	Rdng.	Arith. Comp.	Ar. Pr. Solv. & Concepts	Composite
MAT	1/29/68	5.8	4.9	4.5	3.7	

RJS1 Score 15

Reading Placement Level at Entry 7 At Termination CBRP Gain 3

Math Placement Level at Entry 4 At Termination Gain

Percentage of Daily Attendance at Parent School 87 %

Percentage of Daily Attendance at Career Planning Center %

Transfered to School 196

Graduation - Program - Credits

	Credits at Entry	Project Interchange Spring 68	Project Interchange Fall 68
Language Arts - 5 Cr.			
10a		B	
10b			
11a			
11b			
12			
Social Studies 4 Cr.			
U.S. History 11a			
U.S. Histroy 11b			
Cont. Prob. 12a			
Cont. Prob. 12b			
Wn. State History	D		
Mathematics - 2 Cr.			
Math I Gen Math		B	
Math II			
Science - 2 Cr.			
Science I			
Science II			
Health Ed. - 1 Cr.		A (1cr)	
Physical Ed. 1½ Cr.		C (½ cr)	
Electives			
Work Experience		B (1cr)	
World of Work		B	
Total Credits Earned		5½	

PROJECT INTERCHANGE

DATE 9-4-68 YEAR IN SCHOOL 11th

NAME 49
Last First Middle

ADDRESS Seattle ZIP CODE

SCHOOL ATTENDING OR LAST ATTENDED Sharples Junior High

TELEPHONE SOCIAL SECURITY NUMBER 537-54-6343

BIRTHDATE July 20 51 AGE 17 Male x
Month Day Year Female

DATE OF ENTRY TO PROJECT INTERCHANGE 2/19/68 TERMINATION DATE

FAMILY INCOME $350 / TOTAL MEMBERS OF FAMILY 3
Monthly or Yearly

PARENT'S OR GUARDIAN'S NAME

ame of test	Date Taken	Word Know	Rdng.	Arith. Comp.	Ar. Pr. Solv. & Concepts	Composite
MAT	10/65	1	2	3	3	
	3/7/68	2.3	3.8	5.1	4.7	

RJS1 Score 9

eading Placement Level at Entry 2 At Termination Gain

Math Placement Level at Entry 3 At Termination Gain

ercentage of Daily Attendance at Parent School 66 %

Percentage of Daily Attendance at Career Planning Center %

ransfered to School 196

Graduation - Program - Credits	Credits at Entry	Project Interchange Fall	Spring	
Language Arts - 5 Cr.		68		
10a				
10b				
11a				
11b				
12				
Social Studies 4 Cr.				
U.S. History 11a				
U.S. Histroy 11b				
Cont. Prob. 12a				
Cont. Prob. 12b				
Wn. State History				
Mathematics - 2 Cr.				
Math I				
Math II				
Science - 2 Cr.				
Science I				
Science II				
Health Ed. - 1 Cr.				
Physical Ed. 1½ Cr.				
Electives				
Completed 9th Grade at Project Interchange				
Reading 4-5-6				
Work Experience				
World of Work				
Total Credits Earned	0			

PROJECT INTERCHANGE

DATE ______ YEAR IN SCHOOL ______

NAME 50 (Last) ______ (First) ______ (Middle)

ADDRESS Seattle ZIP CODE ______

SCHOOL ATTENDING OR LAST ATTENDED Garfield High School

TELEPHONE ______ SOCIAL SECURITY NUMBER 534-52-6320

BIRTHDATE 4 (Month) 24 (Day) 51 (Year) AGE 17 Male x Female ______

DATE OF ENTRY TO PROJECT INTERCHANGE 9/21/67 TERMINATION DATE 6/2/68

FAMILY INCOME $400 / (Monthly or Yearly) TOTAL MEMBERS OF FAMILY 6

PARENT'S OR GUARDIAN'S NAME ______

Name of test	Date Taken	Word Know	Rdng.	Arith. Comp.	Ar. Pr. Solv. & Concepts	Composite
	9/28/67	6.7	5.5	8.1	7.9	
	5/23/68	7.1	5.9	7.0	8.1	

RJS1 Score 9½

Reading Placement Level at Entry 9 At Termination ______ Gain ______

Math Placement Level at Entry 4 At Termination ______ Gain ______

Percentage of Daily Attendance at Parent School 40 %

Percentage of Daily Attendance at Career Planning Center 85 %

Transfered to Seattle Schools School Garfield H.S. 1968

Graduation - Program - Credits

	Credits at Entry				Project Interchange
Language Arts - 5 Cr.					
10a	A				
10b					A
11a	B				
11b					A
12					
Social Studies 4 Cr.					
U.S. History 11a					
U.S. Histroy 11b					
Cont. Prob. 12a					
Cont. Prob. 12b					
Wn. State History					
Mathematics - 2 Cr.					
Math -- Gen.	B				
Math II					
Science - 2 Cr.					
Science I					
Science II					
Health Ed. - 1 Cr.					
Physical Ed. 1½ Cr.	A ½				B ½
					A ½
Electives					
Work Experience					A 1
					A ½
World of Work					A 1
Total Credits Earned					

PROJECT INTERCHANGE

DATE ______ YEAR IN SCHOOL ______

NAME 51 (Last / First / Middle)

ADDRESS Seattle ZIP CODE ______

SCHOOL ATTENDING OR LAST ATTENDED Ingraham High School

TELEPHONE ______ SOCIAL SECURITY NUMBER 535-48-1245

BIRTHDATE 7 (Month) 9 (Day) 51 (Year) AGE 18 Male x Female ______

DATE OF ENTRY TO PROJECT INTERCHANGE 10/18/67 TERMINATION DATE 6/2/68

FAMILY INCOME 167 / (Monthly or Yearly) TOTAL MEMBERS OF FAMILY 2

PARENT'S OR GUARDIAN'S NAME ______

Name of test	Date Taken	Word Know	Rdng.	Aritn. Comp.	Ar. Pr. Solv. & Concepts	Composite
MAT	11/2/67	11.5	11.8	6.7	8.3	
	5/23/68	11.7	11.2	7.0	7.9	

RJS1 Score 6

Reading Placement Level at Entry 9 At Termination CBRP Gain 1

Math Placement Level at Entry 4 At Termination CBRP Gain 9

Percentage of Daily Attendance at Parent School 40 %

Percentage of Daily Attendance at Career Planning Center 60 %

Transfered to Seattle Schools School Ingaham High School 1968

Graduation - Program - Credits

	Credits at Entry	Project Interchange
Language Arts – 5 Cr.		
10a	C	
10b		
11a		
11b		
12		
Social Studies 4 Cr.		
U.S. History 11a		C
U.S. Histroy 11b		
Cont. Prob. 12a		
Cont. Prob. 12b		
Wn. State History		
Mathematics – 2 Cr.		
Math I -- Gen	C	
Math II		
Science – 2 Cr.		
Science I		
Science II		
Health Ed. – 1 Cr.		C 1
Physical Ed. 1½ Cr.	C ½	D ½
Electives		
Work Experience		B ½
World of Work		E
Total Credits Earned		

PROJECT INTERCHANGE

DATE ____________ YEAR IN SCHOOL ____________

NAME 52
Last First Middle

ADDRESS Seattle ZIP CODE ____________

SCHOOL ATTENDING OR LAST ATTENDED Garfield High School

TELEPHONE ____________ SOCIAL SECURITY NUMBER 535-54-9652

BIRTHDATE 3 (Month) 19 (Day) 51 (Year) AGE 18 Male x Female ____

DATE OF ENTRY TO PROJECT INTERCHANGE 1/15/68 TERMINATION DATE 6/2/68

FAMILY INCOME $448 / Monthly or Yearly TOTAL MEMBERS OF FAMILY 6

PARENT'S OR GUARDIAN'S NAME ____________

Name of test	Date Taken	Word Know	Rdng.	Arith. Comp.	Ar. Pr. Solv. & Concepts	Composite
	1/29/68	6.4	4.5	7.4	4.3	

RJS1 Score 4½

Reading Placement Level at Entry 5 At Termination 6 Gain 1

Math Placement Level at Entry 5 At Termination 10 Gain 5

Percentage of Daily Attendance at Parent School 59 %

Percentage of Daily Attendance at Career Planning Center 43 %

Transfered to Seattle Schools School Garfield High School 1968

Graduation - Program - Credits

	Project Interchange	Credits at Entry
Language Arts - 5 Cr.		
10a	A	
10b		
11a		
11b		
12		
Social Studies 4 Cr.		
U.S. History 11a		
U.S. Histroy 11b		
Cont. Prob. 12a		
Cont. Prob. 12b		
Wn. State History		
Mathematics - 2 Cr.		
Math I Gen.	B	
Math II		
Science - 2 Cr.		
Science I		
Science II		
Health Ed. - 1 Cr.	C 1	
Physical Ed. 1½ Cr.	C ½	
Electives		
Work Experience		
World of Work	C	
Total Credits Earned		

PROJECT INTERCHANGE

DATE October 7, 1968 YEAR IN SCHOOL 10th

NAME 53

Last First Middle

ADDRESS ZIP CODE

SCHOOL ATTENDING OR LAST ATTENDED Franklin High School

TELEPHONE SOCIAL SECURITY NUMBER 531-52-0693

BIRTHDATE October 9 52 AGE 16 Male X Female

Month Day Year

DATE OF ENTRY TO PROJECT INTERCHANGE 2/27/68 TERMINATION DATE

FAMILY INCOME $208 / Monthly or Yearly TOTAL MEMBERS OF FAMILY 3

PARENT'S OR GUARDIAN'S NAME

Name of test	Date Taken	Word Know	Rdng.	Arith. Comp.	Ar. Pr. Solv. & Concepts	Composite
MAT	3/7/68	6.4	6.0	5.1	4.8	5.6

RJS1 Score 6

Reading Placement Level at Entry 5 At Termination Gain

Math Placement Level at Entry 2 At Termination Gain

Percentage of Daily Attendance at Parent School 71 %

Percentage of Daily Attendance at Career Planning Center 72 %

Transfered to School 196

Graduation - Program - Credits

	Credits at Entry	Project Interchange Spring 68	Project Interchange Fall 68
Language Arts - 5 Cr.			
10a		A	
10b			
11a			
11b			
12			
Social Studies 4 Cr.			
U.S. History 11a			
U.S. Histroy 11b			
Cont. Prob. 12a			
Cont. Prob. 12b			
Wn. State History			
Mathematics - 2 Cr.			
Math I		B	
Math II			
Science - 2 Cr.			
Science I			
Science II			
Health Ed. - 1 Cr.		C	
Physical Ed. 1½ Cr.			
	D ½	C ½	
Electives			
I.A. Electricity	D		
Work Experience			
World of Work		C	
Total Credits Earned	1½	4½	

PROJECT INTERCHANGE

DATE ____ YEAR IN SCHOOL ____

NAME 54 (Last) (First) (Middle)

ADDRESS Seattle ZIP CODE ____

SCHOOL ATTENDING OR LAST ATTENDED Garfield High School

TELEPHONE ____ SOCIAL SECURITY NUMBER 547-86-1488

BIRTHDATE 8 (Month) 15 (Day) 51 (Year) AGE 17 Male ____ Female ____

DATE OF ENTRY TO PROJECT INTERCHANGE 10/27/67 TERMINATION DATE 6/2/68

FAMILY INCOME $380 / (Monthly or Yearly) TOTAL MEMBERS OF FAMILY 6

PARENT'S OR GUARDIAN'S NAME ____

Name of test	Date Taken	Word Know	Rdng.	Arith. Comp.	Ar. Pr. Solv. & Concepts	Composite
MAT	11/11/67	8.7	6.6	7.3		
	5/23/68	11.2	8.4			

RJS1 Score 8 1/2

Reading Placement Level at Entry 9 At Termination CBRP Gain 1

Math Placement Level at Entry 7 At Termination CBRP Gain 6

Percentage of Daily Attendance at Parent School ____ %

Percentage of Daily Attendance at Career Planning Center ____ %

Transfered to Seattle Schools School Garfield 1968

Graduation - Program - Credits

	Credits at Entry			Project Interchange
Language Arts - 5 Cr.				
10a				A
10b				A
11a				
11b				
12				
Social Studies 4 Cr.				
U.S. History 11a				A
U.S. Histroy 11b				A
Cont. Prob. 12a				
Cont. Prob. 12b				
Wn. State History				
Mathematics - 2 Cr.				
Math I Gen				B
Math II				
Science - 2 Cr.				
Science I				
Science II				
Health Ed. - 1 Cr.				C-1
Physical Ed. 1½ Cr.				C ½
Electives				
Work Experience				B-1
World of Work				B-1
Total Credits Earned				

APPENDIX F

NEA Reporter, April 19, 1968

What's going on in local Project Interchange Programs? Here are some brief descriptions:

SEATTLE — The Seattle Career Development Center, installed in the Wallingford Boys Club, offers the closest thing to a Job Corps program of any Project Interchange activity.

Although the 50 boys—each at least 16 years old and identified as a potential dropout through his grades, attitude toward school, and absenteeism—go home each night, that's about the only difference between this program and a Job Corps one.

Programed instruction in academics and world-of-work, an adult atmosphere, job training, work experience, counseling—they're all there.

Like the Job Corps, the Career Development Center offers instruction in reading (which includes readings in social studies and in current events and history) and math. Like the Job Corps, it also offers separate study in world-of-work. And, also like the Job Corps, it has a paid work-experience program to make these studies mean something concrete. There is also a gym and a recreation room.

For students, the school day begins at 8:30 A.M. (the teachers and teacher aides have already held a half-hour staff conference). For the first hour, student groups take part in separate human development sessions, an experiment designed to increase their sensitivity to others, their self-confidence in understanding others, their self-image.

At 9:30 A.M. half of the boys scatter to their classes while the other half, most of them dressed in rough work clothes, climb aboard a bus for the 30-mile trip to Cleveland Memorial Forest. There they spend five or six hours clearing nature trails, erecting fences, even building an A-frame shelter house. Their work earns them $1.25 an hour.

The following day the roles of the boys are reversed. Those who worked in the forest one day stay at the Center for classes the next day.

The holding power has been excellent. The dropout-prone students are whipping through work they would ordinarily have to struggle through. Absenteeism is way down. Interest is way up. The students' words and actions show their self-confidence and self-image have been restored by success which, in the traditional school pattern, constantly eluded them.

SIMI, CALIF.—Project Interchange teachers in Simi, California, about 30 miles north of Los Angeles, knew what they wanted to do—help potential dropouts—but they weren't sure how to identify them.

So they undertook an extensive search of the literature and research concerning dropouts and came up with over 70 criteria which authors said were associated with dropping out. The researchers agreed on 16 of the criteria and started to validate them for their own area, make sure that they applied to Simi students as they apparently applied to students in the researchers' areas. They found 8 of the 16 did apply to Simi students.

Their studies of Simi students showed them that when at least 3 of the 8 criteria were present, a student could be predicted—with 74 per cent accuracy—as a future dropout.

Using this guide, the Simi teachers chose 30 potential dropouts from Center Junior High school, where the Project Interchange program is headquartered. All of them are 8th graders. Using special materials developed for the Job Corps, the Project Interchange team is now offering them special academic help.

Unlike the Seattle program, however, the Simi project is only part of the students' school program. Students go through most of their regular school program, but during reading or math periods they split off to take Project Interchange lessons in these subjects. World-of-work is included as a subject, but is not connected with actual work training or experience.

DISTRICT OF COLUMBIA—The Project Interchange program in D.C. does not actually deal with potential dropouts. Students are, instead, out-of-school adults—many of them recent dropouts—who have come back to the D.C.-operated school in the Armstrong Adult Education Center.

The D.C. Project Interchange activity—named Project CALL—is the adult basic education portion of the Armstrong curriculum. It offers about 130 adults—plus 20 more in a special Manpower Development and Training Act project—education in reading, math, social studies, science, and academic and business skills.

Plans are now nearing completion to expand both the space and activities of the 14-hour-a-day program, swinging from the present room into a revamped gym-auditorium which can provide a complex of needed individual study carrels, storage, counseling, testing, large group instruction, and office areas.

DETROIT—Project Diploma occupies the second floor of what used to be an auto showroom across the street from Northern High School, a mostly-Negro school on the periphery of the Detroit riot area.

Through no fault of the Project Interchange teachers, Project Diploma got a late start in its plan to offer sequenced and programed academic instruction and work experience tied in with the regular school curriculum. So, until recently, its teachers operated what, in effect, was a tutoring-counseling program for 22 volunteer students—without the Job Corps programed materials.

Most students come for two hours each day during free periods especially arranged by the Project Diploma staff. Not only do they get help with their academic work but are also paid to do such things as running a mimeograph machine and checking tests with a key furnished by classroom teachers across the street.

At least 50 boys are enrolled in the Seattle schools today who might not be if they had remained in school.

The statement sounds contradictory, but it is literally true. And behind the statement lies both optimism that the new program for potential dropouts will continue to work, and pessimism because nothing else has worked so far.

Optimistic pessimism, in fact, describes just how I felt when I first heard of Project Interchange, a two-year plan funded by the Office of Economic Opportunity and operated by the National Education Association to exchange educational know-how between the Job Corps and the public schools. Six Seattle school teachers were among the 21 chosen from around the country to teach in the Job Corps conservation centers that first year. Now, back in Seattle, the teachers are operating a project—using Job Corps materials and techniques—for students who don't like school, have little success in school, and are likely to leave school and become potential "customers" of the Job Corps.

In Seattle we've kept 50 boys enrolled in school by taking them entirely out of the school environment they dislike so much. Instead they attend daily "classes" at the Seattle Career Planning Center, set up last fall in the Wallingford Boys Club, 1310 N. 45th Street. Their classes are only part of the program.

When Seattle's six teachers came back from their year of teaching with the Job Corps—and most of these teachers, by the way, had had previous experience with deprived students through their work at Burbank Center—they said:

"Look! The Job Corps program is successful with kids who hate school. It's successful with kids who've been failures at practically everything else. So let's reproduce in Seattle, as closely as we can, the Job Corps program." That's what we've done.

Analyzing the Job Corps program, it was obvious that there were principally four things to account for its success: (1) the Corpsmen were resident students; (2) the Job Corps made wide use of programmed instruction; (3) the teaching program was down-to-earth, practical, concrete, and (4) education and work training were closely tied together.

Through the Career Planning Center we've been able to incorporate all but the residential feature of the Job Corps. We use programmed materials developed by the Job Corps. We keep instruction down-to-earth. We keep our educational and work training programs tied tightly together.

In addition, we've added a few touches of our own. We use four Job Corps-trained teacher aides to help our teachers teach more effectively, to help them understand student problems more fully. And we have recently started, on an experimental basis, group development sessions in which the students themselves take the lead.

The 50 Seattle high school boys —16 years old or older—were potential dropouts on the edge of becoming actual dropouts. Spotted by their poor grades, negative attitude toward school, and high absenteeism, they were offered the chance of a change through Project Interchange. Since then, only three boys have left the program. One of them was drafted. The other two missed the social life of high school and returned to the schools in which they were enrolled.

There has been no magical transformation in the boys who have remained.

Low grades, negative attitudes toward school, and absenteeism still exist. But the grades are getting better, the negative attitudes toward school are improving, and absenteeism is dropping. The change is not magical but it is noticeable.

The most marked change, however, has been in the attitude of the boys toward themselves. Any number of the boys have told me that before Project Interchange came to Seattle, they felt trapped and almost hopeless. They weren't getting what they wanted from school. They saw no relevance between what they were supposed to learn and what they would need to get and keep a job. They regularly got failing grades. They felt like intellectual zeros. Many of them were ready to give up, to quit school.

Now, these same boys say they look forward to the future. They feel they're worthwhile individuals. They're getting the kind of education they want and they're succeeding at it.

Why? One word sums up what it's all about: "individualization." That's the reason for the programmed instruction—to allow the individual student to study at his own best pace, to allow him to compete with himself and study for himself and be judged and graded on his own worth and not on a curve which compares him with others in the class. That's the reason for the relaxed atmosphere at the Center, that's the reason students may smoke or drink coffee if they wish while working on their studies. That's the reason they're required to accept the responsibility for their own work and their own speed of work. That's the reason they're treated as adults.

They soon get the message: "Your success is your responsibility."

The typical daily schedule might run something like this: 8-8:30 a.m., staff meeting; 8:30-9:30 a.m., group development sessions; 9:30-10:30 a.m., gym; 10:30-11:30 a.m., math; 11:30-12:20 p.m., world of work; 12:20-1 p.m., lunch; 1-3 p.m., reading. The school day ends at 3 p.m. although students may stay on to talk to their counselors or to shoot pool or play ping-pong or work out in the gym.

But this "typical" day is really typical for just half of the boys on any given day. The other half, after checking in at the Center, leave at 9:30 a.m. with their world of work teacher, board a school bus, and go out to Cleveland Memorial Forest, a 160-acre wooded tract about 25 miles east of Seattle. There, for the rest of the day, they work and are paid the minimum wage for their work, which averages out to about 12½ hours a week for each boy.

In the forest—purchased two decades ago by their classmates as a living memorial to the war dead of Cleveland High School—the boys are using Navy surplus lumber to build fences, lay out nature trails, put up an A-frame shelter. While supervised by their teacher, the work is actually run by a student leader. Eventually, Cleveland Memorial Forest will become an outdoor laboratory which will be used by all Seattle students.

The world-of-work class is what ties the work training and education together. It may include programmed instruction, reading, lectures, demonstrations, field trips, even role-playing. Its subject-matter runs from how to look for a job to how to keep a job. It includes how to write a letter of application (the letter is real and is actually sent), how to cope with personnel forms, how to survive the personnel interview, what employers look for in workers, how to get to a job (reading the transit map), how to dress for a job, how to budget a salary, and a host of other items.

The math and language skills a boy learns in other classes are used extensively in world-of-work. The skills are also used in his work-training out at the forest in figuring board-feet of lumber or in reading instructions or in explaining to others why a particular task should be done in a particular way.

The on-the-job or work-training part of the program is actually in three steps. The first is working in the forest, a program in which the boys know they won't be fired if they make mistakes and in which they feel free to learn unassailed by fear, free to develop confidence in their ability to perform for an employer. The second phase, once the student has demonstrated his ability in the first, involves the student in unskilled part-time work for a private employer. The third and final step in the program has the boy placed in an outside on-the-job training or apprenticeship program to learn a skilled job in which he's interested, while personnel from the Career Planning Center still maintain some contact with him and with his employer.

So far, no boy has been placed in the second or third steps, although some of the boys are ready and the Center is actively seeking jobs for them, as the boys are for themselves.

This same kind of tie between work and study characterizes the Job Corps. The Corpsman may spend a full week studying, and spend his second week entirely in work, returning to his studies the third week. Or he may alternate by days, studying one day and working the next.

Keeping a steady work-schedule alternating with the study-schedule, educators are now learning, creates a transference in which the whole becomes larger than the sum of its parts, in which the student constantly sees the interaction between learning and working, in which what he learns in the classroom is instantly applicable to the job and in which the needs of the job are constantly before him as he studies.

His studies are reinforced in another way, too. Using programmed materials he is actually testing himself constantly. His competition is himself, his own performance is matched against his own needs and his own goals. He immediately knows, using the programmed materials, if his answer is "right." Because the authors of the program want the student to be successful, want him to answer correctly, want him to move ahead with his lessons in search of more right answers and more gratification and success—because of all this they have tried to make the programs as easily understandable as possible.

The student's work is reinforced in much the same way. He is being paid, for one thing. For another, if he does well he may be promoted to higher pay, or be named work leader, or be able to enter the second step of the program in outside employment.

In both the Job Corps and in the Seattle Career Planning Center there are many opportunities for counseling. Perhaps more intensive counseling is possible in a Job Corps center, where the Corpsmen live-in and are constantly in touch with staff-members. But, though this residential feature has not been possible in the Seattle program, the counseling opportunities are still very great. Each member of the staff, whether classified as a basic education teacher, counselor, or teacher aide, is actually a counselor and adviser and friend. Each is responsible for helping the half-dozen or so boys assigned him—helping with a sticky study problem, talking over personal problems, explaining a point about work rules.

Although there is no special period set aside for boys to meet with the staff counselor, because of the informality and freedom within their classes and because they work at their own tasks at their own rates, a boy who wants help can always get a pass to see the counselor. He may stay after the regular day has ended to talk to his own staff adviser. In addition, there's plenty of counseling "on the fly"—in the corridors, in the gym, on the job—when a brief question and comment between student and staff-member might be exchanged.

The Seattle staff is clearly a major factor—perhaps the major factor—in the success of the Career Planning Center. They are all exceptionally able people. They were specially chosen for Project Interchange and have certainly justified their selection. Dick Case is project supervisor. Working with him are Robert Sipe, counselor, and Raymond Marik, Jack McPherson, Richard Perkins, George Plumis, and Theodore J. Waterhouse, teachers. Plumis and Waterhouse also supervise, on alternate days, the work training program at Cleveland Memorial Forest.

An even greater burden will fall on these teachers next year. Since Project Interchange is ending this year, the Seattle schools are seeking new sources of funding in order to continue and even expand the program. We would like to increase substantially the number of students in the program, to take in both boys and girls, and to establish more than one Career Planning Center to ease transportation from any area of the city.

Obviously, when this happens a great many more teachers will have to be brought into the program. These teachers will have to be trained in using Job Corps materials and methods. The burden of training will fall on the present staff of the Center.

There are three other local programs supported by Project Interchange. Simi, Calif., is working with eighth graders. Detroit, Mich., is concerned with supplementing the education of potential high school dropouts. Washington, D.C., is offering basic education to out-of-school adults.

No program other than Seattle's is providing a completely separate setting, a completely separate curriculum. For Seattle, this kind of an operation is working. And Seattle is determined it will continue.

SEATTLE
SCHOOLS

JUNE · 1968

Memorial Forest

BOYS BUILD A-FRAME CABIN, NEW JOB SKILLS

What better way to honor the past than by building for the future? Cleveland High School Memorial Forest, purchased as a memorial to that school's war dead, is the site of a dynamic new educational program. A just-finished A-frame building and newly-cleared trails show the carpentry and forestry skills of 50 boys. Students enrolled in Project Interchange are gaining occupational training as they improve the Cascade Mountain acreage for a variety of school district uses.

Project Interchange is a co-operative project of the National Education Association and the Office of Economic Opportunity. It is helping disadvantaged young men continue their education and lead fuller, more productive lives.

The boys are potential school dropouts, identified by counselors at Seattle junior and senior high schools. All of them have had little success in school and generally dislike it.

Project Interchange offers them academic and occupational education along with work experience. Classes are held at the Wallingford Boys' Club in a relaxed atmosphere conducive to learning, removed from the traditional school classroom structure.

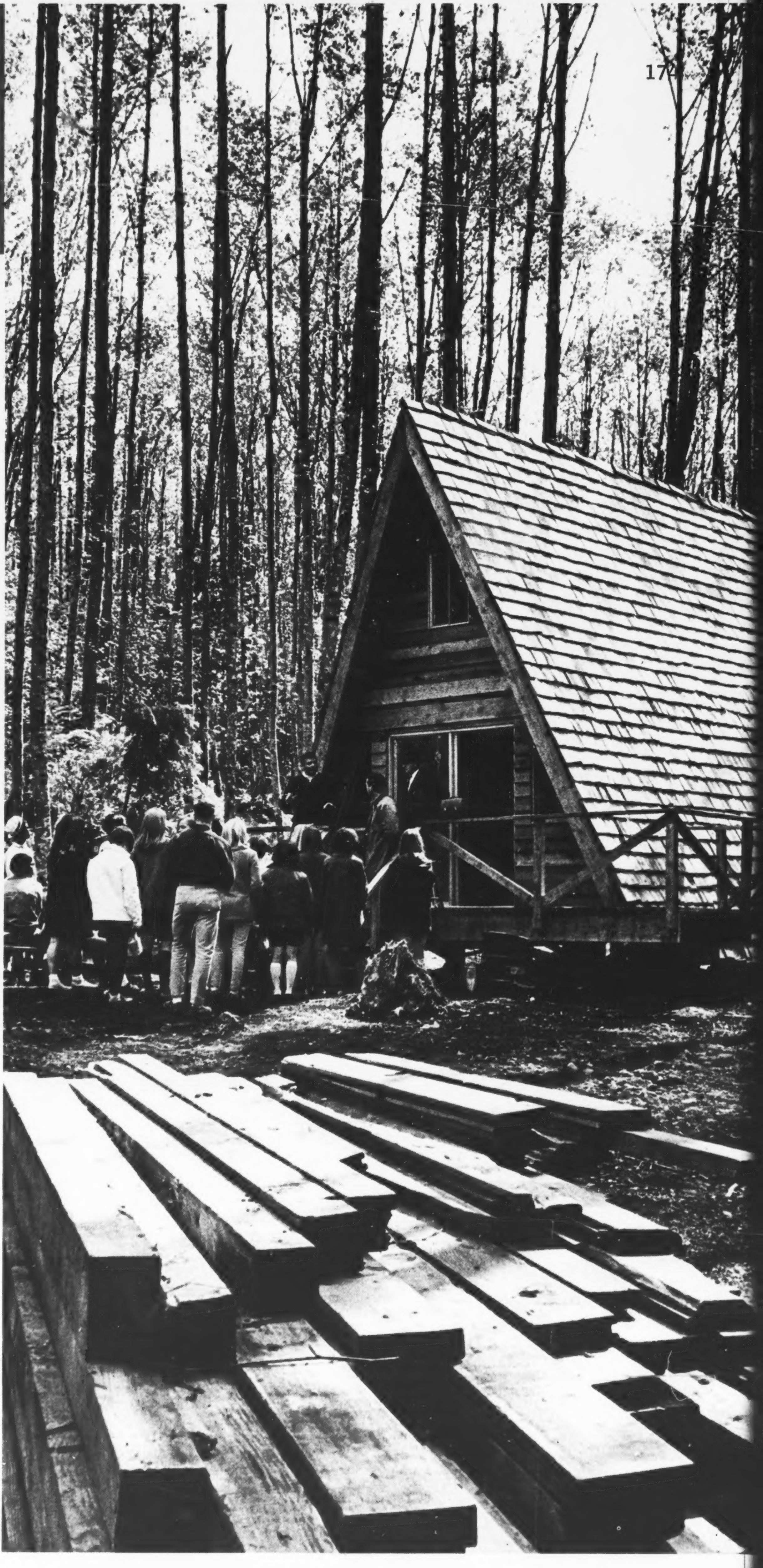
The "interchange" aspect of the program lies in the teaching methods used. It draws upon both public school and federal Job Corps resources.

The purpose of Project Interchange is to give the Job Corps centers the benefit of the knowledge and experience of good public school teachers, and to disseminate to the public schools, in turn, the new ideas, methods and techniques learned by these teachers from the Job Corps.

Six teachers and counselors from Seattle Public Schools spent the first year of the project, 1966-67, teaching at the Job Corps Conservation Center in Marsing, Idaho. This past school year they have been applying their Job Corps experience in developing the Career Planning Center—a special educational effort for selected boys who are likely to leave school and become potential "customers" of the Job Corps.

The academic program is kept flexible to provide each student with the course that meets his individual needs. After thorough testing, each boy is placed in the program at the level of his achievement and progresses at his own rate of learning. A boy who is a potential drop-out because of a severe deficiency in the basic skills receives individual assistance in mathemat-

(Continued on Page 2)



Cleveland High School's student council views the new building as Howard M. Hayden, foreign language department head, and Ray K. Imus, retired vice principal, tell them the story of the Memorial Forest.

BOYS BUILD *(From Page 1*

ics and reading. There are no "traditional" classes; hence no competition with classmates, no falling behind, no failure of a prescribed course.

On a typical day, the students attend math, reading, gym, health or first aid, and "World of Work" classes. The latter is a course which ties together work training and education, dealing with how to look for and keep a job.

On a given day, half of the students will be attending classes at the Boys' Club while the others are working in the Cleveland Memorial Forest. The World of Work teacher travels with them via school bus and supervises their work. This year they have been building fences, laying out nature trails and constructing the A-frame shelter shown on Page 1. Navy surplus lumber is being used for construction. The boys receive the minimum wage for their work which averages approximately 12½ hours per week apiece.

Cleveland Memorial Forest, a 160-acre tract located 25 miles east of Seattle, is being developed as an outdoor laboratory which will be used by all Seattle students, according to **Robert Nelson.** Nelson is school district Co-ordinator of Secondary Instruction and Seattle Project Interchange Director.

The work-experience program gives the student an opportunity for part-time employment which is related to his school program. Such employment provides further incentive for remaining in school and making progress. The basic skills instruction and vocational education are co-ordinated to make the boy's employment a successful experience by providing him with the necessary skills and attitudes.

The work-training part of the program is in three steps. The first is working in the forest where the boys develop confidence in their ability to perform for an employer. Once he has demonstrated his ability, the student advances to unskilled part-time work for a private employer. Several of the boys are now at this second stage, working as service station attendants, stock boys, and in a variety of other occupations.

Buck Saw
Hazel hoe
Pick

Teacher George Plumis shows this "World of Work" class how to use a buck saw safely and effectively. Jim La Grave and Jim Cully man the saw as Joe Laughman, Ron Hoffman, Charlie Lutz and Lloyd Allen watch the demonstration.

The third and final step in the program is taken when a student begins outside on-the-job training or an apprenticeship program to learn a skilled job in which he is interested.

Many opportunities for counseling are available to the student. The staff includes a full-time counselor, **Robert Sipe.** In addition, each member of the staff is ready to extend counseling, advice and friendship.

The Career Planning Center staff works closely with the student's high school. A program can be arranged under which a boy takes some classes at his high school and some at the Career Planning Center, or he may withdraw temporarily from his home high school to enroll in a full-time program at the Center.

This year 50 boys have participated in the program. Only three have left, one to enter military service and two to return full-time to their regular high schools.

Dick Case, project supervisor, hopes to see the program expanded next year. "The extent is dependent upon funding and the type of funding," Case explained.

"We would like to increase sixfold the number of students in the program, take in both boys and girls, and establish more than one Career Planning Center to ease transportation from any area of the city," Nelson added.

"There are three other local programs supported by Project Interchange," he continued. One is in Simi, California, another in Detroit, Michigan, and the third in Washington, D.C.

"No program other than Seattle's is providing a completely separate setting, a completely separate curriculum," Nelson stated. "For Seattle, this kind of operation is working. And Seattle is determined it will continue."

Marshall Classes 'Get in the Swim'

Summer water sports will be more enjoyable and safer for John Marshall Junior High School students whose physical education program has included swimming classes.

The Seattle Park Department's Evans Pool, located a short distance from Marshall, has been used this year for a pilot program in swimming instruction.

Three physical education teachers and two Park Department water safety instructors taught the classes. **Ronald Fry, Mrs. Patricia Peltonen** and **Miss Kathy O'Rourke** were the Marshall faculty participants.

Students were grouped into classes on the basis of swimming ability. The groups included beginners, intermediates, advanced swimmers, divers, and water ballet.

Sixth-period boys and girls physical education classes participated. The co-educational swim classes met two days a week on alternate weeks.

Red Cross swimmers' cards were awarded to all students who by the end of the year were able to meet those nationally-standardized requirements.

SEATTLE SCHOOLS

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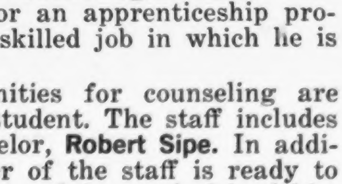

Madison Students le

Metal shop students at Madison Junior High School are learning about the role of metal in Seattle's major construction projects and industries. Seattle First National Bank's downtown skyscraper and Bethlehem Steel in West Seattle depend upon skills and knowledge such as the boys are gaining in class. Students' seeing this direct relationship between classroom and industry is the goal of **Archie Cress,** Madison industrial arts teacher.

With tape recorder and camera, Cress is bringing local industry into the metal shop. He is recording interviews with personnel directors, engineers and architects; and gathering pictures, charts and drawings. These are placed in folders for use at listening stations around a tape recorder.

Eight sets of headphones make it possible for one group to study this material while the rest of the class continues its regular shop activities.

As each student takes his turn at the listening station, he is given a questionnaire to complete when he has heard the tape and studied the accompanying folder.

Cress plans to add tapes featuring the Space Needle, Coliseum, Evergreen Point Floating Bridge, and Pacific Car and Foundry. Now in preparation is a new lesson on the Morel Foundry, with which Madison Graphic Arts Instructor **Dennis Opdahl** is assisting.

Four Madison Junior High School ninth-graders use the listening station as Archie Cress works with the rest of his metal shop class. Clockwise from foreground, the boys are Gary Gunderson, Mike Kutz, Philip Coulston and Gary Allen.

THE EDUCATION DIGEST
SEPTEMBER 1968

Using Job Corps Features

A Different Way to Go to School

ROBERT NELSON

In Washington Education

AT least 50 boys are enrolled in the Seattle schools today who might not be if they had remained in school.

The statement sounds contradictory, but it is literally true – thanks to Project Interchange, a two-year plan funded by the Office of Economic Opportunity and operated by the National Education Association to exchange educational know-how between the Job Corps and the public school.

Six Seattle teachers were among the 21 chosen from around the country to teach in the Job Corps conservation centers the first year. When they came back, they said: "Look! The Job Corps program is successful with kids who hate school, with kids who've been failures at practically everything else. So let's reproduce in Seattle, as closely as we can, the Job Corps program." As a result we've kept 50 boys in school by taking them entirely out of the school environment they dislike so much. Instead they attend daily "classes" at the Career Planning Center, set up last fall in a Seattle Boys Club, and receive work training at Cleveland Memorial Forest, 25 miles east of Seattle.

Through the Center, we have incorporated three of the features that account for the success of the Job Corps program: wide use of programed instruction, a down-to-earth, concrete teaching program, and a close tie between education and work training. We've also added a few touches of our own. We use four Job Corps-trained teacher aides to help our teachers teach more effectively and understand student problems more fully. And we are experimenting with group development sessions in which the students themselves take the lead.

The 50 high-school boys, 16 and older, were on the verge of becoming dropouts. Spotted by their poor grades, negative attitudes toward school, and high absenteeism, they were offered the chance of a change through Project Interchange. Since then, only three have left the program; one was drafted, and the other two missed the social life of

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Robert Nelson is Coordinator of Secondary Instruction and Director of Project Interchange, Seattle Public Schools, Washington. Condensed from Washington Education, *LXXIX (May 1968), 8-10.*

high school and returned to their former schools.

There has been no magical transformation in the boys who have remained. Low grades, negative attitudes toward school, and absenteeism still exist. But the grades are getting better, the attitudes toward school are improving, and absenteeism is dropping. The most marked change has been in the attitude of the boys toward themselves. Any number of the boys have told me that they formerly felt trapped and almost hopeless. They weren't getting what they wanted from school. They felt like intellectual zeros. Now, the same boys feel they're worthwhile individuals. They're getting the kind of education they want and succeeding at it.

Why? One word sums up what it's all about: individualization. That's the reason for the programed instruction – to allow the student to study at his own best pace, to allow him to be judged and graded on his own worth and not on a curve which compares him with others in the class. That's the reason for the relaxed atmosphere at the Center, and the reason students may smoke or drink coffee while working on their studies. That's the reason they're treated as adults.

They soon get the message: "Your success is your responsibility."

The typical daily schedule might run like this: 8-8:30, staff meeting; 8:30-9:30, group development sessions; 9:30-10:30, gym; 10:30-11:30, math; 11:30-12:20, world-of-work; 12:20-1, lunch; 1-3, reading. Then students may stay on to talk to their counselors or to shoot pool or work out in the gym.

WORLD-OF-WORK CLASS

But this "typical" day is really typical for just half the boys on any given day. At 9:30 the other half board a bus with their world-of-work teacher and go out to the 160-acre wooded Cleveland Memorial Forest tract, which they are transforming into an outdoor laboratory for all Seattle students. There, for the rest of the day, the boys work and are paid the minimum wage for their work, which averages out to about 12½ hours a week. In the forest—purchased two decades ago by students as a memorial to the war dead—the boys use Navy surplus lumber to build fences, lay out nature trails, put up an A-frame shelter. While supervised by their teacher, the work is actually run by a student leader.

The world-of-work class is what ties the work training and education together. It may include programed instruction, reading, lectures, demonstrations, field trips, even role-playing. Its subject matter includes both how to look for a job and how to keep a job. The math and language skills learned in other classes are used extensively in world-of-work and in work-training at the forest.

The on-the-job part of the program is in three steps. The first is work in the forest, where the boys know they won't be fired if they make mistakes. They feel free to learn unassailed by fear, free to develop confidence in their ability to perform for an employer. The other phases, not yet reached by any of the group, will involve the student in unskilled part-time work for a private employer, and later place him in an outside on-the-job training or apprenticeship program to learn a skilled job, while Center personnel maintain contact with him and his employer.

Keeping a steady work-schedule alternating with the study-schedule creates a transference in which the whole becomes larger than the sum of its parts. What the student learns in the classroom is instantly applicable to the job, and the needs of the job are constantly before him as he studies. In addition, his work is reinforced by the facts that he is being paid, and that if he does well he may be promoted to higher pay, or be named work leader, or be able to enter the second step of the program in outside employment.

Like the Job Corps, the Career Planning Center offers many opportunities for counseling. Each basic education teacher, counselor, and teacher aide is responsible for helping the half-dozen or so boys assigned him—helping with a sticky study problem, talking over personal problems, explaining a point about work rules. A boy who wants help can always get a pass to see the counselor, but there's also plenty of counseling "on the fly"—in the corridors, in the gym, on the job.

Although Project Interchange is ending, the Seattle schools are seeking new sources of funding in order to continue and expand the program—including taking in both boys and girls.

Three other local programs have been supported by Project Interchange: Simi, California, working with eighth graders; Detroit, supplementing the education of potential dropouts; and Washington, D. C., offering basic education to out-of-school adults. Only Seattle's program, however, has provided a completely separate setting and curriculum. For Seattle, this kind of operation is working. And Seattle is determined it will continue. •

A NEW YORK group with a retraining program for high-school dropouts has found that 45 percent of those who sign up become dropouts from the dropout program, making it necessary to set up special classes for these drop-out dropouts.—*CBE Bulletin.*

TWO small boys in a library were chattering away at the top of their voices. The librarian hurried over. "Ssh," she said. "The people in this room can't read." One of the boys looked at her with sympathy and said, "Dropouts, huh?"—*General Features.*

Project Interchange

CAREER PLANNING CENTER

Seattle Public Schools

CAREER PLANNING CENTER

OFFICE
1210 North 45th Street
MElrose 4-1111

CLASSES
1310 North 45th Street
(Wallingford Boys' Club)

A PART OF
PROJECT INTERCHANGE
Sponsored Jointly by
NATIONAL EDUCATION ASSOCIATION
OFFICE OF ECONOMIC OPPORTUNITY
Administered Locally by
SEATTLE PUBLIC SCHOOLS
for the NEA
Division of Adult Education Service

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November 1967

PLACE
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HERE

CAREER PLANNING CENTER

1210 NORTH 45TH STREET

SEATTLE, WASHINGTON 98103

PROJECT INTERCHANGE AND THE CAREER PLANNING CENTER

The new Seattle CAREER PLANNING CENTER for boys 16 and older is the second phase of PROJECT INTERCHANGE, which is a cooperative project of the National Education Association and the Office of Economic Opportunity. The project involves the Job Corps, the Community Action Program, and four public school systems: Detroit, Seattle, Washington, D. C., and Simi Valley in California. It is administered by the Adult Education Service Division of the NEA.

The purpose of Project Interchange is to give the Job Corps centers the benefit of the knowledge and experience of good public school teachers, and to disseminate to the public schools, in turn, the new ideas, methods, and techniques learned by these teachers from the Job Corps. The project is seen as a potential interchange of methods that have proven successful in helping disadvantaged young men continue their education and lead fuller, more productive lives.

SEATTLE PARTICIPATION IN THE PROJECT

Six teachers and counselors from the Seattle Public Schools spent the first year of the project, 1966-1967, teaching at the Job Corps Conservation Center in Marsing, Idaho. This fall they are back in Seattle applying their Job Corps experience in developing the Career Planning Center—a special educational effort for selected boys who are considered to be potential dropouts. Boys are recommended for the program by the school counselors.

The Center program provides academic and occupational education along with work experience. Classes are held in the Wallingford Boys' Club in a relaxed atmosphere conducive to learning, removed from the traditional school classroom structure.

The academic program is kept flexible, to provide each student with the course that meets his individual needs. After thorough testing, each boy is placed in the program at the level of his achievement and progresses at his own rate of learning. A boy who is a potential dropout because of a severe deficiency in the basic skills receives individualized assistance in mathematics and reading. There are no "traditional" classes; hence no competition with classmates, no falling behind, no failure of a prescribed course.

The work-experience program gives the student an opportunity for part-time employment which is related to his school program. Such employment provides further incentive for remaining in school and making progress. The basic skills program and the vocational education program are coordinated to make the boy's employment a successful experience by providing him with the necessary skills and attitudes.

The Career Planning Center staff works closely with the student's high school. A program can be arranged under which a boy takes some classes at his high school and some at the Career Planning Center. If a student wishes to withdraw temporarily from his home high school, he may enroll in a full-time program at the Center which consists of mathematics, reading, driver education, and World of Work classes in the morning and work experience in the afternoon.

Project Interchange

EDUCATIONAL-OCCUPATIONAL PROGRAM FOR YOUTH

I would like to learn more about this project as it develops. Please place me on the mailing list for CAREER PLANNING CENTER NEWSLETTER.

NAME ....

STREET ADDRESS ....

CITY .... STATE .... ZIP ....

SIGNED ....

CAREER PLANNING CENTER
NEWSLETTER

1210 North 45th Street Seattle, Washington 98103 Melrose 4-1111

Newsette No. 1 February 1968

The main purpose of the Career Planning Center Newsletter is to disseminate information on what the program has done, is doing, and will do in the future.

The present enrollment consists of 47 young men between 16-19 years of age. These students come from nine high schools and one junior high school throughout the city of Seattle. For some students arrival at the Center necessitates using as many as three buses. The regular class schedule at the Center begins at 9:00 a.m. and ends at 1:20 p.m. Some students who are working in the afternoon begin classes at 8:00 p.m. and are dismissed at 12:00 noon, at which time they report to their places of employment.

In cooperation with the Clearfield, Idaho, Job Corps Center, the Seattle Public Schools has presently hired three Job Corps graduates as Aides. The Aides have been assigned positions as Teacher Aides, Counselor Aide, and Recreation Aide at the Center. While in the Job Corps these young men received special training in an Institute program emphasizing job skills and human development related to their positions as Aides.

Mr. James Gregory, native of Cairo, Illinois, and Mr. Cleothus Minor of Toledo, Ohio, arrived in Seattle for their present assignment last October. Gregory's additional duties include assisting in the World of Work Class, and developing and implementing a curriculum designed specifically for students in the program. Mr. Minor, Teacher Aide, is working in the mathematics program assisting with the design, development, and implementation of a special curriculum for students. The most recent addition to the staff is Mr. Reginald Watkins, from New Orleans, Louisiana, serving as a Counselor Aide. He has received special training in counselling and human development skills which will form a vital part of his function at the Center.

Relocation of the Teacher Aides in the Seattle metropolis was facilitated for them by the other staff members volunteering to serve as advisors relative to finding housing, making business arrangements, and guidance in selecting education courses leading to a teaching degree. These young men aspire to make teaching a career.

In the future issues, we will explain other aspects of the Career Planning Center, such as our Counselling, World of Work, Mathematics, Reading, Recreation, and Work Experience programs.

PROJECT INTERCHANGE IS A JOINT PROJECT BETWEEN THE NATIONAL EDUCATION ASSOCIATION AND THE OFFICE OF ECONOMIC OPPORTUNITY. THE DIVISION OF ADULT EDUCATION SERVICE OF THE NEA IS WORKING THROUGH SEATTLE AND THREE OTHER SCHOOL DISTRICTS WHICH ARE COOPERATING WITH THE JOB CORPS AND THE COMMUNITY ACTION PROGRAM TO IMPROVE PUBLIC EDUCATION.

CAREER PLANNING CENTER

6612 57th Ave. So.
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